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ABSTRACT

Designed as a 2-day staff development workshop on the individualized education program (IEP), the inservice training package presents an activity-based format on a team approach to the IEP. Facilitator notes, information on materials, sample handouts, transparencies, and evaluation forms are presented for seven units: introduction to the workshop; IEPs - P.L. 94-142 and Section 504; handicapped students in the classroom; steps involved in the IEP process; describing present levels of performance; task analysis and behavioral objectives; and completing the IEP. A listing of approximately 50 materials is included on such topics as appraisal, placement, and monitoring. (CL)

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THE INDIVIDUALIZED EDUCATION PROGRAM:

A Team Approach

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TABLE OF CONTENTS

Item	Page
Table of Contents	i
Abstract	ii
Materials Needed to Conduct This Workshop	iii
Suggested Agenda	vi
Unit 1 - Introduction to the Workshop	1
Unit 2 - IEPs - P.L. 94-142 and Section 504	17
Unit 3 - Handicapped Students in the Classroom	46
Unit 4 - Steps Involved in the IEP Process	68
Unit 5 - Describing Present Levels of Performance	87
Unit 6 - Task Analysis and Behavioral Objectives	107
Unit 7 - Completing the IEP	135
Bibliography	149
Additional IEP Resources	151

ABSTRACT

THE INDIVIDUALIZED EDUCATION PROGRAM: A Team Approach

Designed as a two-day staff development workshop on the IEP process, the goal of this in-service training package is: To develop the skills necessary to participate as an effective member of an IEP team. Using an activity-based format, the realistic emphasis of the workshop is most responsive to the needs of LEA instructional and support staff actually involved in the development and implementation of individual IEPs.

Specific unit titles are: 1) Introduction to the Workshop, 2) IEPs - P.L. 94-142 & Section 504, 3) Handicapped Students in the Classroom, 4) Steps Included in the IEP Process, 5) Describing Present Levels of Performance, 6) Task Analysis & Behavioral Objectives, and 7) Completing the IEP. A bibliography and annotated resource listing are also provided.

MATERIALS NEEDED TO CONDUCT THIS WORKSHOP

General:

Preparation/reproduction of the materials used in this workshop will take approximately five person hours.

All quantity approximations are based upon a participant group of twenty with two facilitators.

Materials used periodically throughout the various unit activities are:

- Index cards (lined)
- Masking tape
- Scissors
- Newsprint
- Fiber tape
- Transparencies (25 blank)
- Transparency pens
- Participant folders
- Screen
- Cassette recorder
- Overhead projector
- Filmstrip projector
- Name tags
- Multiple adapter and three-pronged plugs for extension cord

Specific (by Unit):

Unit 1

- Facilitator material #1 - Introductory Overview
- Transparency #1 - Content/Process Skills
- Transparency #2 - Goals & Objectives
- Newsprint
- Marking pens
- Masking tape
- Overhead projector
- Handout #1 - Brainstorming
- Handout #2 - Content - Process
- Handout #3 - Goals and Objectives
- Participant folders

Unit 2

- Filmstrip - Fulfilling the Promise (CEC)
- Filmstrip projector
- Cassette recorder
- Handout #4 - Missouri's IEP Interpretation

Handout #5 - P.L. 94-142 and Section 504 - Understanding what they are and are not (CEC)

Handout #6 - IEP components

Screen

Transparency #10 - IEP components

Overhead projector

Facilitator material #2 - P.L. 94-142/Section 504 (Optional)

Transparencies #3-9 (Optional)

Unit 3

Transparency #11- IEP Process

Handout #7 - Instructions

Facilitator material #3 - Least Restrictive Educational Alternative

Facilitator material #4 - Educating Children in the Least Restrictive Environment

Newsprint

Marking pens

Masking tape

Overhead projector

Four centers labeled 1,2,3, & 4

Unit 4

Transparency #12 - Regular Classroom Adjustments

Facilitator material #5 - Instructions

IEP sequencing cards

Facilitator material #6 - IEP Process

Transparency #13 - IEP Process

Transparency #10 - IEP Components

Handout #8 - Sources of Information

Handout #9 - Regular Classroom Adjustments

Newsprint

Marking pens

Overhead projector

Masking tape

Filmstrip - Individualized Educational Programming (IEP), Schrag (Optional)

Filmstrip projector (Optional)

Unit 5

Handout #10- Case study (Kerry)
Handout #11- IEP Form (Missouri's)
Handout #12 - Areas of Concern
Handout #13 - Observation Form
Transparency #11- IEP Process
Facilitator material #7 - Present Level of Performance Examples
Overhead projector
Marking pens

Unit 6

Transparency #11 - IEP Process
Facilitator material #8 - Task Analysis Mini-Presentation
Handout #14 - Introduction to Task Analysis
Index cards
Handout #15 - Task Analysis
Facilitator material #9 - Goals & Objectives Mini-Presentation
Transparency #14 - Components of Behavioral Objectives
Transparency #15 - Behavioral Objective Examples
Transparency #16 - Questions to Consider When Reviewing Objectives
Handout #16 - Instructional Objectives
Handout #17 Behavioral Objectives

Unit 7

Transparency #11 - IEP Process
Handout #18 - Questions to Consider
Transparency #17 - IEP Monitoring
Handout #19 - Frank West Simulation Materials

SUGGESTED AGENDA

FIRST DAY

Unit 1 - Introduction to the Workshop

Unit 2 - IEPs - P.L. 94-142 and Section 504

Unit 3 - Handicapped Students in the Classroom

Lunch

Unit 4 - Steps Involved in the IEP Process

SECOND DAY

Unit 5 - Describing Present Levels of Performance

Unit 6 - Task Analysis and Behavioral Objectives

Lunch

Unit 7 - Completing the IEP

FACILITATOR NOTES

Unit 1: Introduction to Workshop

Objectives: The participants will become aware of the goals and objectives of the workshop.
The participants will describe the skills necessary to participate as an effective member of an IEP team.

Unit Time: 1 hour

Materials:

Facilitator material #1	Overhead projector
Transparency #1	Handout #1
Newsprint	Handout #2
Marking pens	Handout #3
Masking tape	Participant folders

Unit 1 - Part 1

Initially, the Facilitator should welcome all participants, introducing both those responsible for coordinating and facilitating the workshop.

General ground rules for use throughout the workshop, i.e., restroom location, meeting time, lunch and coffee breaks, smoking vs non-smoking concerns, etc. should be explained and, where necessary, agreed upon. Any explanation of the materials in, or use to be made of the participant folders passed out to each member of the group should also be made at this time.

Daily agendas, prepared beforehand on newsprint and displayed on the wall, listing approximate timelines and topics to be discussed, should be mentioned and clarified, if necessary.

Depending upon the Facilitator's perceptions of the group, some type of warm-up activity may be considered appropriate. This is especially true if the group members do not know one another and/or are not accustomed to working together. There are a variety of such activities, and the Facilitator should select one which s/he feels most appropriate with the group.

In the introduction to the workshop, the Facilitator provides an overview of the workshop, stating that the IEP will be the major focus of the training activities.

The Facilitator should refer to Facilitator Material #1, Introductory Overview, to prepare this presentation.

Next, the Facilitator asks the group to identify skills that are needed for a member to function on an IEP team effectively. Because the brainstorming method will be used frequently throughout the workshop, the Facilitator should distribute Handout #1, "Rules for Brainstorming", to each participant. These should be discussed briefly before continuing. Divide a transparency into two columns: Content Skills and Process Skills. As participants list skills, they should be categorized into the two areas.

Examples of some of the skills that might be included in each of the columns would be as follows:

CONTENT SKILLS	PROCESS SKILLS
- Awareness of P.L. 94-142 - Awareness of LRE - Ability to recognize individual differences - Knowing what questions need answers - Assessment information	- Communication skills - Ability to compromise - Ability to recognize and assume needed role in group

This information is available for participants as Handout #2.

The Facilitator then hands out the objectives, Handout #3, for the workshop and briefly describes the sequence of activities which will be used to meet the objectives. The group and the Facilitator analyze the brainstormed list of skills to see if these match the preplanned objectives and activities. The Facilitator explains where there is an overlap in the lists of skills and the workshop activities. The Facilitator should also point out areas which might not be addressed during the workshop, and provide alternative resources.

Both lists of skills should be posted on the newsprint and referred to throughout the workshop. The group process skills should be pointed out before and after the small group activities, so that participants will become more aware of the skills they want to practice more.

FACILITATOR MATERIALS

INTRODUCTORY OVERVIEW

While there are still questions being raised regarding the interpretation of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), there is no question regarding its impact upon all educational communities. Simultaneously applauded and condemned, there have been few other legislative actions which have contained the potential for change found in P.L. 94-142. Correspondingly, there have been few other legislative actions which have created such an immediate need for clear, concise information and prompt action.

Certainly one of the major components of P.L. 94-142 affecting the educational community is the stipulation that each handicapped child shall have an Individualized Education Program (IEP). Conceptually, the need for an organized and prescriptive series of management activities for handcapped students is far from new. Most administrative, instructional, and support staff became accustomed to thinking in terms of goals, objectives, and criteria in their teacher training days. However, the procedural and organizational requirements of the IEP, as specified by P.L. 94-142, are significantly more precise, requiring careful, systematic explanation and understanding if the full benefits are to be realized.

In short, the IEP of a handicapped student represents the best collective judgement of his/her educational community, regarding an appropriate match between student needs and instructional strategies and materials. It is a program management tool, not a substitute for daily instructional planning. As such, the process of developing the IEP calls for the acquisition and organization of information about both the student and the educational environment in which that student functions.

The intent of this workshop is to assist administrative, instructional, and support staff of local school districts in refining their skills in this process. Cooperatively developed by Mary Green of Oxford, Iowa, and the Midwest Regional Resource Center, the following sequence of activities were designed to lead participants through the entire IEP process, from referral to review, using a "learning by doing" format. It is the hope of these contributors that by the conclusion of the last activity in Unit 7,

each workshop participant will feel more knowledgeable and comfortable in their role as a member of the IEP team.

HANDOUTS

BRAINSTORMING

The originator of Brainstorming, Alex Osborn, lays down four requirements for all who participate in a session. Anyone can learn to apply them. The session is automatically retarded when the rules are ignored. They are:

1. Defer judgment. (criticism comes afterward)
2. Free-wheel. (hang-loose)
3. Tag-on. (Don't wait for an idea. Make another one out of the last one given by changing it in some way.)
4. Quantity is wanted. (Don't hold back for a minute.)

From The Universal Traveler, a Soft-Systems Guide to: Creativity, Problem-Solving and the Process of Reaching Goals by Don Koberg and Jim Bagnall, California Polytechnic State University, School of Architecture and Environmental Design, San Luis Obispo, California 93407 (p.68). Copyright © 1976 by William Kaufmann, Inc., One First Street, Los Altos, California 94022. All rights reserved.

CONTENT SKILLS	PROCESS SKILLS

GOAL: To refine the skills necessary to participate as an effective member of an IEP team.

OBJECTIVES:

1. To become aware of the IEP related components of P.L. 94-142, Section 504 of the Vocational Rehabilitation Act, and the impact this legislation has on the local school districts.

2. To become aware of the skills necessary for an IEP team to function effectively.

3. To demonstrate skills necessary to function as an effective member of an IEP team.

4. To identify concerns of and resources for the regular classroom teacher in meeting the needs of handicapped learners.

5. To review the steps involved in the IEP process from referral to annual review.

6. To demonstrate skills necessary to develop, monitor, and review the IEP.

TRANSPARENCIES

CONTENT SKILLS	PROCESS SKILLS

GOAL: To refine the skills necessary to participate as an effective member of an IEP team.

OBJECTIVES:

1. To become aware of the IEP related components of P.L. 94-142, Section 504 of the Vocational Rehabilitation Act, and the impact this legislation has on the local school districts.

2. To become aware of the skills necessary for an IEP team to function effectively.

3. To demonstrate skills necessary to function as an effective member of an IEP team.

4. To identify concerns of and resources for the regular classroom teacher in meeting the needs of handicapped learners.

5. To review the steps involved in the IEP process from referral to annual review.

6. To demonstrate skills necessary to develop, monitor, and review the IEP.

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 1

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1. The participants will become aware of the goals and objectives of the workshop. *1 2 3 4 5 6 7*

2. The participants will describe the skills necessary to participate as an effective member of an IEP team. *1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

	Very Low						*Very High*
1. Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2. Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3. Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4. Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5. Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 2: IEP's - P.L. 94-142 and Section 504

Objective: The participants will become aware of IEP related components of P.L. 94-142, Section 504 of the Vocational Rehabilitation Act, and the impact this legislation has on their local school districts.

Unit Time: 1 hour

Materials: Filmstrip - "Fulfilling the Promise"
Filmstrip projector
Cassette recorder
Handout #4
Handout #5
Handout #6
Screen
Transparency #10
Facilitator material #2 (Optional)
Transparencies #3-9 (Optional)

Unit 2 - Part 1

The Facilitator provides a brief overview of P.L. 94-142 and Section 504, either by presenting a mini-lecture or showing a mediated presentation to the large group. Content for the mini-lecture can be summarized from information in Facilitator material #2 or the mediated presentation and supported by summary transparencies #3-9. Brevity in this overview is essential, in that the emphasis of this unit is upon the specified relationship between the development of IEP's and the legislation, not upon the legislation itself.

Distribute copies of Handouts #4 and #5 for the participants to review. As they skim these handouts individually, ask participants to think of three questions which they would like discussed, regarding P.L. 94-142 and Section 504. These questions are used by the Facilitator as points

to be emphasized in a panel discussion which is presented early in the workshop, or in a more informal setting later, such as an evening session and/or a pot-luck dinner.

The panel should consist of some, or all, of the following:

Special Education Director/Coordinator: moderator of the panel. S/he can provide an overview of the resources and programs in the district. This person can describe "where we've been" and "where we're going."

Building Principal: This person can give the perspective from the building level, and can describe the interaction between regular and special education teachers, how the IEP has affected this interaction, and some problems and solutions in implementing 94-142.

Parent: (perhaps from ACLD or ARC group) This resource person could relate to how to involve parents, parent expectations and concerns regarding implementation of 94-142, and how to provide support for parents.

Support Service Person: (psychologist, consultant or speech therapist) This person could point out the importance of working as a team member, the issue of confidentiality, and describe the referral and assessment process.

Teacher: (special education or regular education) This person describes the effect the law has had on his/her role; how to organize all the necessary record-keeping responsibilities and strategies for planning and conducting IEP conferences.

Combining the panel with a pot-luck or evening program would enhance the total impact of the training and give it a more informal, local flavor. This would also provide an opportunity for the participants to interact with local and area resource persons.

In the event that use of the panel does not seem to be a viable procedure, the Facilitator may elect to emphasize the content of Handout #3. In this instance, the Facilitator would lead a group discussion of the nine identified IEP related issues of P.L. 94-142 and the state's translation of each.

FACILITATOR MATERIALS

PUBLIC LAW 94-142/SECTION 504

1. Public Law 94-142, Education for All Handicapped Children Act, was passed by the United States Congress and signed into law in 1975.
   a. It was passed because almost seven million school-aged children (12% of the 6-19 age group) are handicapped.
      1) Only one-half of these students are being provided with the educational program they need - either in special or regular schools or classes.
      2) The others are denied special services and, in some cases, are denied even a basic education.

2. THE PURPOSE OF THE LAW IS:
   a. To insure a free, appropriate, public education for the handicapped.
   b. To assure fairness and appropriateness in decision-making about providing special education to handicapped students - in other words, to assure the rights of the handicapped and their parents. These are often referred to as due process procedures.
   c. To financially assist states and local school districts in this effort, although the intent is <u>not</u> to underwrite all costs.
   d. To assess and insure the effectiveness of efforts by establishing management and auditing requirements and procedures.

3. Under the law, states and school districts must first serve those children who are receiving NO services. Their second priority is to serve the most severely handicapped who are inadequately or inappropriately served at the present time.
   a. For example, a severely emotionally disturbed child who is in a resource room one hour per day, when he should have been in one for four hours a day.

4. P.L. 94-142 outlines procedures for educators to follow when serving the handicapped. During this workshop, we will concentrate on procedures for developing INDIVIDUALIZED EDUCATION PROGRAMS (IEPs).

5. WHAT IS AN IEP?

First, the term individualized means that the IEP must address the educational needs of a single child rather than a class or group of children.

Education means that the IEP is limited to those elements of the child's education that are specifically special education. For instance, if the child needs special help in reading, the IEP would address itself only to reading and not to science, math, etc.

Program means that the IEP is a statement of what will actually be provided to the child, as distinct from a plan that provides guidelines from which a program must subsequently be developed.

6. QUESTIONS?

If there are questions for which you are not sure of the answers, say so, write down the questions and retrieve the correct information at a later date. Then, send it to the appropriate person or the entire group.

7. THE LAW SPECIFIES THAT AN IEP CONTAIN THESE COMPONENTS:
(Distribute Handout #6. Put Transparency #10, IEP components, on overhead).

a. Based on information gathered from:
   1) Formal and informal testing
   2) Classroom teachers
   3) Special education and consultant personnel.
   4) Administrators
   5) Parents
   6) Students themselves,

   a written statement of the child's present level of educational performance is prepared. The statements that are written are NOT: Reading level 2, 3; math 2.1. They are to be statements explaining the STRENGTHS AND WEAKNESSES of the child and what he can and cannot do.

   QUESTIONS?

b. The IEP team's best estimate of what the child will be able to do in one year. If goals are accomplished sooner than anticipated, additional goals should be set. There must be a relationship between the goals and the child's present level of performance.
c. Objectives can be written by the team or taken from curriculum guides, but they MUST be related to the goals.
d. If special education services are needed, such as transportation in a specially equipped school bus or physical therapy, it should be listed.

Items 6 and 7 refer to the placement of the child. The type of service needed is determined AFTER the IEP is written - not before. You don't decide he will be in a resource room two hours each day and a regular classroom for the rest of the time, and then write goals and objectives. Instead, the order is reversed.

8. QUESTIONS ABOUT ANY OF THESE COMPONENTS?

9. Think of an IEP as a management tool which is designed to assure that when a child requires special education, the special education program designed for that child is appropriate to his learning needs, and that the special education program designed is actually delivered and monitored.
   a. IEPs are not detailed lesson plans.
   b. It is good educational practice to develop lesson plans, but it is not a required part of the IEP.

10. The IEP is NOT a legally binding contract. It is an agreement. The educational agency must provide the services listed in the IEP, but may not be held accountable if the goals or objectives are not met.

11. The IEP is to be written by a <u>TEAM</u> of people - it is a group decision. P.L. 94-142 specifies that the team should be composed of:
   a. Parents or guardians

b. Teacher(s) of the child - usually interpreted to mean both the general and special education teachers, if the child has both. The intent of the law is to involve the teacher(s) as much as possible.
c. A representative of the local school district or intermediate unit who is qualified to provide or supervise the provision of special education.
d. When appropriate, the child.

12. Others may be involved, but this core group is required.

13. Some studies are showing that it is taking 45 minutes to one hour for a team to write IEPs. It takes longer if:
    a. The child's case is complex.
    b. The team members have not adequately prepared for the meeting - they haven't gathered and organized their information, etc.
    c. The team members have difficulty communicating with each other.

14. A term you often hear associated with IEPs is LEAST RESTRICTIVE ENVIRONMENT. It means that a child should be educated in an environment as similar to that of a normal child, to the maximum degree appropriate. It does NOT mean:
    a. Wholesale mainstreaming - or putting every handicapped child into the regular classroom. The term "mainstreaming" is not even used in P.L. 94-142.
    b. That any educational environments such as educational programming in a residential setting will be abolished.

15. The Least Restrictive Environment (LRE) provision does mean:
    a. Education with non-handicapped children will be the governing objective "to the maximum extent appropriate".
    b. The IEP will be the management tool toward achievement of the maximum LRE.
    c. The IEP must clearly "show cause" if and when a child is moved

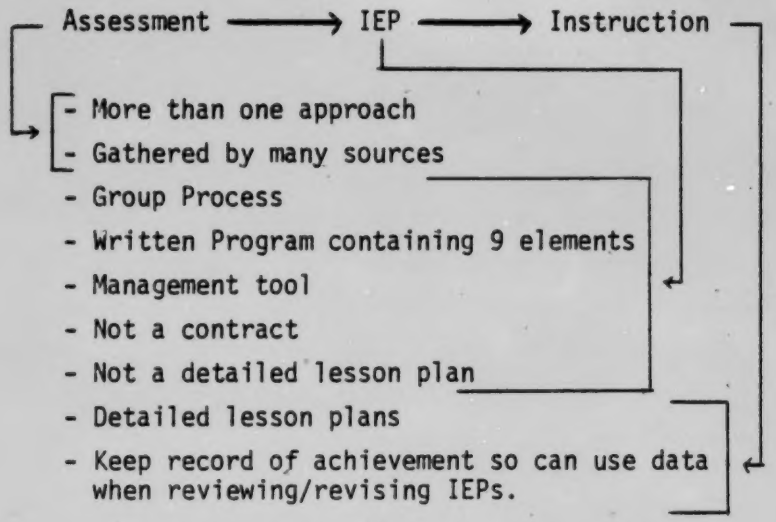
from the least restrictive to a more restrictive environment.

16. The LRE concept is another method of individualizing for a child's unique needs.

17. QUESTIONS?

18. To summarize, developing an IEP is part of a process. The form does not stand alone.

(DRAW ON OVERHEAD AS YOU EXPLAIN THE FOLLOWING):


Assessment
IEP
Instruction
- More than one approach
- Gathered by many sources
- Group Process
- Written Program containing 9 elements
- Management tool
- Not a contract
- Not a detailed lesson plan
- Detailed lesson plans
- Keep record of achievement so can use data when reviewing/revising IEPs.

As teachers, your role in developing IEPs is to:

a. Provide information on performance.
b. Provide recommendations for additional evaluation needed.
c. Provide reality-based suggestions for developing the IEP.
d. Provide reality check for suggestions of other team members.

19. QUESTIONS?

20. One more law you should be familiar with is Section 504 of the Vocational Rehabilitation Act of 1973. It is most often referred to as simply "Section 504". It has also been referred to as the "Civil Rights

Act of the Handicapped".

21. Section 504 is similar to P.L. 94-142. They both basically require that:
    a. Handicapped students be provided a free, appropriate public education. Section 504 refers to the IEP as "one means" of meeting the standard of a free, appropriate public education.
    b. Handicapped students be educated with non-handicapped peers to the maximum extent appropriate (LRE provision).
    c. Education agencies identify and locate all unserved handicapped children.
    d. Evaluation procedures be adopted to insure appropriate classification and educational services.
    e. Procedural safeguards (Due Process procedures) be established.

22. Section 504 also says that schools cannot exclude a handicapped individual on the basis of inaccessible facilities or programs. The programs must be made accessible by use of building ramps, lowering telephone booths, widening toilet stalls, and so forth.

23. The reason why Section 504 is important is that it contains real "teeth". For example, if a state or local school district decides NOT to comply with P.L. 94-142, they will loose the money they are entitled to under that law. If they decide NOT to comply with 504, they will loose ALL government funds. That means they will loose government money for school lunches, social security, road building, etc.

24. Since the basic provisions of Section 504 are similar to P.L. 94-142, complying with Section 504 will produce nearly the same results as complying with P.L. 94-142.

25. QUESTIONS?

Portions of this presentation were adapted from the following sources:

"Fact Sheet on P.L. 94-142." National Education Association.
Federal Register; Tuesday, August 23, 1977.

"P.L. 94-142 - Getting the Money to Make It Work." Todays Education, November-December, 1977.

P.L. 94-142 and Section 504 - Understanding What They Are and Are Not. Council for Exceptional Children

Vocational Rehabilitation Act Amendments of 1974 (P.L. 93-516) Section 504. Department of Health, Education and Welfare

"What's It All About?" Todays Education, March-April, 1976.

HANDOUTS

INDIVIDUAL EDUCATION PROGRAM

ISSUE	P.L. 94-142 STATEMENT	MISSOURI SPECIAL EDUCATION SERVICES— REGULATIONS, STANDARDS AND PROCEDURAL GUIDELINES	TRANSLATION
1. INDIVIDUAL EDUCATION PROGRAM	The term "individual education program means a written statement for each handicapped child. . ." (Section 4(a) (19)	Refers to. . ."each public school district shall develop a plan and implement educational services for handicapped students. Such a plan should include the screening and diagnosis of students' special needs, the analysis of the availability of teacher resources, an involved role of the regular classroom teacher, and structuring of job functions for effective program development." pg. 9	A comprehensive educational plan must be developed for each handicapped child. This plan must be in writing.
2. TEAM APPROACH	The term "individual education program means a written statement . . .developed. . .by local education agency representatives. . .teachers, the parents or guardian of such child, and whenever appropriate, such child". (Section 4(a) (19)	Refers to. . ."each district should identify the responsibilities and time schedules of members of the diagnostic team". *"The Diagnostic Team is a group of professional educators and, where appropriate, other professionals qualified to administer and determine the results of certain technical (clinical) tests which are designed to assess a student's strengths and weaknesses in specific areas of learning. Working together, the diagnostic team makes recommendations relative to the educational prescription most appropriate for a student's learning needs". pg. 15*	Planning and programming for each handicapped student must be done within a team structure.
3. PRESENT LEVEL OF EDUCATIONAL PERFORMANCE	The term "individual education program. . .shall include. . .a statement of the present levels of educational performance of such child. . ." (Section 4(a) (19)	Refers to. . ."determining strengths and weaknesses of a student experiencing learning difficulties in order that developmental and academic skills of a student can be identified and a special education program developed. . . the process includes the determination of the degree of a student's strengths and weaknesses using a series of formal and informal testing instruments and procedures administered by appropriate personnel". pg. 15	There must be a statement in the Individual Education Program that specifies what a student can and cannot do.

ISSUE	P.L. 94-142 STATEMENT	MISSOURI SPECIAL EDUCATION SERVICES— REGULATIONS, STANDARDS AND PROCEDURAL GUIDELINES	TRANSLATION
4. LEAST RESTRICTIVE ENVIRONMENT	The term "individual education program shall include:. . .a statement. . .such child. . .will be able to participate in regular educational programs". (Section 4(a) (19)	Refers to. . ."To the maximum extent practicable, handicapped and severely handicapped children shall be educated along with children who do not have handicaps and shall attend regular classes. Impediments to learning and to the normal functioning of such children in the regular school environment shall be overcome whenever practicable by the provision of special aids and services rather than by separate schooling for the handicapped." pg. 25	The individual education program must include a statement that specifies the time to be spent in regular educational programs.
5. EDUCATIONAL SERVICES TO BE PROVIDED	The term "individual education program shall include:. . .a statement of specific educational services to be provided. . ." (Section 4(a) (19)	Refers to. . ."Instructional services for a handicapped student should include the specific learning activities necessary in order to remediate, substitute, or compensate for specific learning, or behavioral disorders. Each student should receive an educational program appropriately suited for his learning needs." pg. 17	Individual Instructional Plans must be developed by each person responsible for implementing any portion of the IEP.
6. INITIATION AND DURATION OF SERVICES	The term "individual education program shall include:. . .a statement of the projected date for initiation and anticipated duration of services. . ." (Section 4(a) (19)	Refers to. . ."The responsible teacher or staff member shall develop an educational program including the major outcomes to be achieved with each student during the school year. A final written report indicating the changes achieved by the student shall be included in the cumulative folder at the termination of services or at the end of the school year." pg. 40	The Individual Education Program should include a statement that tells when a program will begin, how long it will last, the daily duration of the program and the number of days the program will be provided during the week. Provisions should be made for making changes when this need is indicated by monitoring and evaluation.

ISSUE	P.L. 94-142 STATEMENT	MISSOURI SPECIAL EDUCATION SERVICES— REGULATIONS, STANDARDS AND PROCEDURAL GUIDELINES	TRANSLATION
7. OBJECTIVE CRITERIA AND EVALUATION PROCEDURES	The term "individual education program shall include:. . .a statement of appropriate objective criteria and evaluation procedures . . ." (Section 4(a) (19)	Refers to. . ."Pertinent medical, psychological, educational and other such records must be obtained for each student prior to program placement and shall reflect the student's level of performance and expected academic growth. Formal reevaluation shall be provided as often as necessary to assure that the student's file is current and reliably reflects his development and placement." pg. 2	The Individual Education Program should include a statement that provides for the determination of whether or not the child has achieved the established goals and objectives, how this will be measured and who will be responsible for this task.
8. AT LEAST AN ANNUAL REVIEW	The term "individual education program shall include:. . .a statement of a schedule for determining on at least an annual basis, whether instructional objectives are being achieved. . ." (Section 4(a) (19)	Refers to. . .number six (6).	The Individual Education Program must include a statement delineating that there will be at least an annual review of the child's program, a statement that provides for ongoing evaluation and statements regarding parental receipt progress reports.
9. RELATED SERVICES	The term "related services" means transportation and such developmental, corrective and other supportive services, including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services (except that such medical services shall be for diagnostic and evaluation purposes only), as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children." (Section 4(a) (19)	Refers to. . ."programs designed to meet the needs and maximize the capabilities of handicapped or severely handicapped children and which include, but are not limited to, the provision of diagnostic and evaluation services, student and parent counseling, itinerant, homebound and referral assistance, organized instructional and therapeutic programs, transportation, and corrective and supporting services." Section 162.675(4) RSMo.	If classroom instruction does not meet all of the needs of the handicapped child, then the educational program shall provide related services which are directed toward those needs.

COMPONENTS OF THE IEP

Each IEP must contain:

- A written statement of the child's present level of educational performance.

- A statement of annual goals, developed according to the child's levels of educational performance, and specifying the behavior to be achieved through the implementation of the child's individualized education program.

- A list of short-term instructional objectives which serve as the steps in achieving each annual goal.

- A statement of appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

- A statement of the extent to which the child will be able to participate in a regular education program.

- A description of all special education and related services which are to be provided to the student.

- The projected date for initiation and the anticipated duration of these services.

TRANSPARENCIES

PURPOSE OF P.L. 94-142

1. To insure a free, appropriate, public education for handicapped students.
2. To insure the rights of handicapped children and their parents.
3. To assist states and local school districts in this effort.
4. To assess and insure the effectiveness of efforts.

Fiscal 1978 ..... 5%
Fiscal 1979 ..... 10%
Fiscal 1980 ..... 20%
Fiscal 1981 ..... 30%
Fiscal 1982 ..... 40%

NAE X ____% X NHC = SF

National average expenditure per pupil	Number of handicapped children	Amount of federal funds allocated to the state for the year

P.L. 94-142 SUMMARY

1. Assurance of a free, appropriate public education.
2. A functional individualized education program for all handicapped students.
3. Assurances of procedural safeguards.
4. Education in the least restrictive environment.
5. Protection in evaluation procedures.
6. Confidentiality.
7. Surrogate parents when necessary.
8. Plan for personnel development.

The intent of Section 504 is to terminate discrimination against handicapped citizens. The law reads as follows:

> "No otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 is part of the Vocational Rehabilitation Act of 1973 (P.L. 93-112).

The regulations went into effect on April 28, 1977.

The regulations contain seven subparts:

A. General Provisions
B. Employment Practices
C. Program Accessibility
D. Preschool, elementary, and secondary education
E. Postsecondary education
F. Health, welfare, and social services
G. Procedures

SECTION 504 SUMMARY POINTS

1. You cannot exclude a handicapped individual on the basis of inaccessible facilities or programs.
2. Not all facilities have to be accessible.
3. Cannot exclude a handicapped individual from a public or private educational program that is receiving federal funds, on the basis of a handicap.
4. Schools must identify and locate all unserved handicapped children.
5. Handicapped students must be educated with their non-handicapped peers to the maximum extent appropriate.
6. Must evaluate the individual before educational placement is made.
7. Develop procedural safeguards.

P.L. 94-142 AND SECTION 504

BOTH BASICALLY REQUIRE THAT:

1. Handicapped students be provided a free appropriate public education.
2. Handicapped students be educated with nonhandicapped peers to the maximum extent appropriate.
3. Education agencies identify and locate all unserved handicapped children.
4. Evaluation procedures be adopted to ensure appropriate classification and educational services.
5. Procedural safeguards be established.

THEY DIFFER ALONG THESE DIMENSIONS:

1. 94-142 provides money and Section 504 does not.
2. 94-142 has certain age requirements Section 504 does not.

You do not have to comply with P.L. 94-142. You have to comply with Section 504.

COMPONENTS OF THE IEP

Each IEP must contain:

- A written statement of the child's present level of educational performance.

- A statement of annual goals, developed according to the child's levels of educational performance, and specifying the behavior to be achieved through the implementation of the child's individualized education program.

- A list of short-term instructional objectives which serve as the steps in achieving each annual goal.

- A statement of appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

- A statement of the extent to which the child will be able to participate in a regular education program.

- A description of all special education and related services which are to be provided to the student.

- The projected date for initiation and the anticipated duration of these services.

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 2

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVE:

Indicate the degree to which you feel this objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1. The participants will become aware of IEP related components of P.L. 94-142, Section 504 of the Vocational Rehabilitation Act and the impact this legislation has on their local school districts. *1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

		Very Low						*Very High*
1.	Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2.	Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3.	Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4.	Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5.	Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 3: Handicapped Students in the Classroom

Objectives: The participants will list difficulties experienced by students in the regular classroom.
The participants will identify types of assistance that are of value in meeting individual needs of students.
The participants will list concerns expressed by parents of handicapped learners.
The participants will identify benefits of a handicapped student's participation in the regular classroom setting.

Unit Time: 3/4 hour

Materials: Newsprint
Tape
Pens
Four centers labeled 1,2,3, & 4
Overhead projector
Handout #7
Transparency #11

Unit 3 - Part 1

Unit 3, Part 1 focuses on concerns and attitudes that exist within the group as a result of previous experiences. An opportunity is provided to share these experiences and express successes and frustrations. A basis is formed for group sharing, as well as accomplishing the first step in the IEP process: identification of a child's need.

The Facilitator shows Transparency #11, which illustrates the sequence of steps involved in the IEP process and explains that at this point the group will focus on what has occurred in a regular classroom prior to a child being referred. What are some of the concerns expressed by regular teachers and parents? What are some ways of meeting these needs and sources of assistance which can be provided even prior to a student's referral?

By analyzing these problems and solutions we are able to identify strategies which regular classroom teachers and parents can use in working with students with learning problems. It may decrease the number of referrals, staffings, etc., if we can become more cognizant of these problems and solutions and assist teachers and parents without having to provide special education support.

The Facilitator asks the group to number off by four's, and assigns each group to a designated area of the room where they will find the instructions for this activity.

The instructions appear on Handout #7.

After fifteen minutes, the Facilitator asks each group spokesperson to present the question and responses the group listed. (Starting with group 1, then continuing with 2, 3, and 4) These responses are written on newsprint and are displayed on the wall. After all four groups have presented, the Facilitator indicates that the responses to Question 1 represent child need statements; the responses to Question 2 represent possible solutions or resources that may be of assistance in meeting those needs; the responses to Question 3 represent possible areas of setting priorities, as well as those areas which should be dealt with in open communication with the parents; and the responses to Question 4 indicate benefits of large group/regular classroom participation for a student. Pieces of newsprint entitled, "Concerns/Needs," "Resources," "Priorities," and "Benefits" should be posted above the responses on newsprint for each of the questions.

Note to the Facilitator: The concept of "least restrictive environment" is perhaps on of the most difficult concepts of the law to define. In this activity, the concept should be addressed to Question 2 particularly. It is important for educators who are working with the child to develop positive attitudes toward participation of handicapped individuals in the regular classroom. Therefore, this activity attempts to focus on positive aspects of this participation, since in most cases, the limitations or negative aspects are only too apparent. Facilitator materials #3 and 4 provide more information about the least restrictive environment which may be helpful in providing input on this topic. They may also be used as supplemental handouts on this topic.

FACILITATOR MATERIALS

LEAST RESTRICTIVE EDUCATIONAL ALTERNATIVES[1]

Eugene Edgar, Associate Professor*
College of Education, University of Washington

Least restrictive alternatives is a concept that has been proposed for all handicapped children under P.L. 93-380 and the recently enacted P.L. 94-142. Essentially, this concept mandates that each handicapped child is to be placed in a learning environment that most closely approximates the learning environment of his/her nonhandicapped peers AND provides for the most appropriate educational opportunities for the handicapped child. Thus, the definition of least restrictive environment includes: 1) staff expectations that are least restraining of student performance, 2) most appropriate and inclusive educational opportunities for the child, 3) opportunities to engage in a high number of normal living experiences, 4) a location in close proximity to nonhandicapped peers, and 5) interactional opportunities with nonhandicapped (or less handicapped) peers. These five components of the definition can be used to: 1) determine most appropriate settings for handicapped children, and 2) systematically alter settings in a positive direction.

Determining the "Restrictiveness" of a Setting

The first task is to determine the restrictiveness of a given setting. Hard and fast rules cannot be determined since the needs of handicapped students vary greatly. However, by determining answers for the following questions the appropriateness of the setting for any given student should be fairly easily made.

The Questions

1. What are the staff expectations of the students' performance potential? Are these expectations reasonable?

2. Are the educational programs appropraite for the students? Could these programs be accomplished in a more integrated setting?

3. Are the students given opportunities to function at a "just manageable level of difficulty" in typical living situations?

4. How close is the physical location of the classroom to nonhandicapped peers?

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[1]This paper was presented at the Third Annual Learning Resources Conference, Seattle, Washington, December 1976.

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5. How often do the students interact with nonhandicapped peers? In what ways?

The problem with developing a functional definition of least restrictive environment is that some of the components may be in direct conflict with other components. For example, a child might be placed in a regular public school building (high score for proximity to nonhandicapped peers) but in a room that does not allow him to practice the skills he is learning (low score for typical living skills). Therefore, each aspect of the definition must be carefully evaluated, for each child, in order to determine if any given placement is in fact "least restrictive" and to determine what could be done to alter the environment to make it less restrictive.

De-Restricting Environments

Any setting for handicapped students can be made less restrictive by modifying the above mentioned components.

Teacher Expectations

Without doubt the most critical component is that of teacher expectation. We have adequate evidence indicating that teacher expectations affect student performance. Teacher expectations also directly affect the quality of educational programming, opportunities to engage in realistic living activities, physical modifications to facilitate freedom of movement and interactional opportunities. Talking about changing teacher expectations is easier than actually changing expectations. Certainly training, opportunities to visit model programs, demonstrations, and straight-forward value confrontations are methods that have been used in the past. All of us have the responsibility to continually pay attention to the expectations of teachers and do our best to raise their understanding of what these students may be capable of performing. We probably know very little about how to alter expectations and attitudes but without positive teacher expectations all other attempts to alter the educational opportunities for the handicapped will be for naught.

Educational Programming

Educational programs for handicapped students should be geared to skills that will allow the students to function in normal situations. The first evaluation question of any educational setting must be: are the students learning the most appropriate skills? This question implies an evaluation of the goals, objectives, and outcomes--the student performance capabilities. Given that the goals and objectives are appropriate, the question is: does the setting allow for the use of the most appropriate instructional procedures to insure student acquisition of skills? The question can only be answered by a careful evaluation of the student performance level and the effects the setting has on the procedures used to achieve these levels. As instructional technology for the handicapped becomes more refined the restrictions of the learning environment will be reduced.

Opportunities for Normal Living Activities

If the handicapped are to attain the skills necessary for surviving in our society they must be given opportunities to engage in realistic normal living activities. These students must be placed in situations that are of "just manageable difficulty." Thus, the students are given opportunities to practice their skills in a naturalistic way and under all the circumstances that we all experience. To teach a child to ride a bus, recognize danger signs, obey traffic lights or make a purchase WITHOUT giving the child the opportunity to perform these skills in the real world is to unduly restrict his learning environment. Many educators have found that when their students are provided with real world situations that not only do they perform adequately on the given task (riding the bus) but that other secondary behaviors (e.g. peer interaction) also improves. The learning environment of the handicapped must include real life experiences or, by definition, it is an overly restrictive environment.

Interaction with Nonhandicapped Peers

One very real measure of the amount of restrictiveness of the environment is the amount of interaction with nonhandicapped peers. Pure physical proximity is not an appropriate measure. Far too often the handicapped are truly "invisible," placed physically close to the nonhandicapped but ignored. The quality of interactions is also important. Nonhandicapped doing things to the handicapped is less desirable than doing things with the handicapped. Or even better, the handicapped doing things for the nonhandicapped.

By systematically assessing the learning environments of the handicapped almost every environment can be made less restrictive than it is at present. Major modifications, while highly desirable, are not likely. However, if small changes were made in each present setting the handicapped would truly be in less restricting settings.

Conclusion

The ideal situation would be a continuing of services available to the handicapped. These services include a wide range of settings, from the most restrictive to normal. Individuals would be placed in the settings based on their skill level. Each setting would have minimal entrance skill requirements and specific exit skill levels. The educational opportunities in each setting would be devised to maximize the students in regard to their skill level. There would be enough settings to insure easy movement through the system by determining individual student skills. The ideal situation, however, is considerably far removed from the realistic situation. Until comprehensive programs are established the best that can be accomplished is to document existing services and attempt to place students in settings that best meet their needs.

Another problem in determining the most appropriate least restrictive educational setting is the issue of living environment. In the majority

of cases, the living situation of the students greatly determines the educational setting. Thus institutions, intermediate care facilities, group homes, foster placements and natural family placements all also directly influence the educational setting. Regardless of the various problems associated with determining least restrictive educational alternatives for the handicapped, careful analysis of the above noted components of educational settings can lead to environmental modifications which will tend to ease educational restraints.

EDUCATING CHILDREN IN THE LEAST RESTRICTIVE ENVIRONMENT

Dr. Tim Crowner*

Just at the time when most public school administrators were beginning to comprehend the difference between "mainstreaming" and "mainlining," special education has, once again, changed lines in the middle of the stream. Which has, of course, further muddied the waters. One must admit that the phrase "least restrictive environment" has a current ring. What with growing interest in the ecology, the term would seem to fit right in. Now public school administrators will need to keep straight when they are providing environmental education and when it is an education in the right environment.

Sometimes changes in educational terminology constitute nothing more than a new word for the same old concepts. However, the phrase "least restrictive environment" is not simply a new word for mainstreaming. Least restrictive environment is a far broader concept upon which to base services for the handicapped. Whereas, mainstreaming addresses only the advantages of educating the handicapped child with non-handicapped children, the least restrictive environment concept implies that there are many different educational environments and that for certain children some of these environments are more restricting than others. For example, many school systems have both traditional and open classrooms available. As educators become more familiar with the functional aspects of these types of alternatives, it is becoming obvious that children with different learning needs perform differently in these various alternative classrooms. For some children a traditional classroom may prove restrictive. Other children may find an open classroom restricting to their learning needs.

The administrators main concern in complying with the Least Restrictive Environmental Section of P.L. 94-142 should be a documentable rationale for the placement of a given individual into a selected educational environment.

The Education of Handicapped Children Act could be misinterpreted as a mandate to mainstream all handicapped children. It is far from such a mandate. It should be viewed as a mandate to seek better information about children so that parents and educators may make better decisions

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about the learning needs of children. The sections of the law which deal specifically with the least restrictive environment are subsections 121a.550 through 121a.556 of subpart E. The opening statements of this section, because they are strongly worded, could be misunderstood. 121a.550, part b, 1 and 2 state each public agency shall ensure:

(1) That to the maximum extent appropriate handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped.

(2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Also 121a.553 specifies that handicapped children must be provided non-academic services with non-handicapped children to the maximum extent appropriate to the needs of that child.

Because determining what is appropriate is a difficult task and because the wording of the law is so strong, a decision to mainstream may arise like the rule in football which says, "When in doubt punt!" This situation would indeed be unfortunate and, in fact, far from the intent of the law. Under 121a.552 (d), the statement is made that:

> In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services he or she needs.

In commenting on this section the regulations state that, "The overridding rule in this section is that placement decisions be made on an individual basis." This assumes no one education model is right for all children.

How then can an administrator demonstrate that every effort has been made to place a child in the correct environment? In order to document good faith efforts to place a child in the least restrictive environment, the term restriction should be well defined, understood, and agreed to by all parties involved with a handicapped child. Parents, and even special educators, often overlook the subtlety of the concept.

Special education tends to view restriction as a vertical model. This model is referred to in the law as a continuum of services. Many people have argued against the use of the term continuum because they feel it implies a movement from bad to good. This continuum starts at the institution and works its way up to the mainstream. Unfortunately, it is always shown as a hierarchy with mainstream at the top of a pile of less desirable alternatives.

In fact, there is a horizontal dimension across the vertical continuum of services which has been largely ignored by special education administrators. Perhaps the least restrictive language in P.L. 94-142 will at last draw proper attention to the horizontal view of restriction. That is within each vertical level of the continuum of services, what are the structures which tend to restrict children?

Environmental structures are of two types, physical and interpersonal. Physical structures include elements in the physical space in which the learner is placed. Interpersonal structures are elements such as instructional sequences, behavior management programs, home school relationships, and therapy programs.

It should be assumed that structures are only restricting when there is a mismatch between the type of structure provided and the child's needs for structure. A child's need for structure is directly related to two characteristics: the child's capacity to make independent decisions and the child's ability to carry out an action. Sometimes, trying to find information on these characteristics amidst the many reports available on a handicapped child is nearly impossible. Yet, if the administrator wishes to assure proper placement, he or she will need such information. Thus, the administrator must direct that certain questions be asked, such as:

1. Given the child's current level of functioning, specifically how does the child perform emotionally, physically, and mentally?
2. What modifications in the environment could be made to compensate for any discrepancy between ability and necessary survival skills in the proposed environment?

In terms of how far an administrator has to go in making modifications to a proposed educational environment, the analysis of Section 504

of the Rehabilitation Act of 1973 (45CFR Part 84 - Appendix Paragraph 24) states:

> ...it should be stressed that where a handicapped child is so disruptive in a regular classroom that the education of students is significantly impaired, the needs of the handicapped child can not be met in that environment.

Thus, modifications which significantly impair the regular educational process should be avoided. For example, classes must start on time. It would not be realistic to modify a class so that it started late while waiting for a slow moving child in a wheel chair.

3. What structures are in effect in the student's current or proposed educational environment to facilitate eventual movement to a more normalized setting?

In addressing these questions, require staff to be precise and complete. Remember, as the administrator in charge, you must be the judge of the quality of information your staff has generated. If clear decisions are not obviously related to placement, perhaps there is a need to send staff back to the drawing boards.

An example of a statement which should appear in a child's individualized educational program would go something like this:

> Joey Smith is recommended for placement in a self-contained classroom. This decision has been based on information from Joey's evaluation. At this time, his behavior is such that his learning is impaired when being taught in a large group where self-control is a necessary prerequisite to the learning process. In the environment where Joey will be placed, smaller group sizes and a greater reliance on external control of behavior is available. Emphasis in this environment will be placed on the development of self-control through a sequenced behavior management program. As Joey's teachers, parents, and building principal gain evidence that Joey is developing enough self-control to function in larger group settings, he will gradually be given increasing opportunity to return to regular classroom environments.

This statement must be supported with precise descriptions of the nature and frequency of Joey's behavior problems, how positive change will be evaluated, what specific criteria will be used to determine an appropriate level of self-control and an estimated timeline to return to large group instruction.

HANDOUTS

GROUP #1

1. In your group, you will have 15 minutes to discuss the following question:

   What difficulties are experienced by students in the regular classroom that cause teachers the greatest concerns?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

GROUP #2

1. In your group, you will have 15 minutes to discuss the following question:

   What kind of assistance is most helpful to classroom teachers as they develop individual programs for students?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

GROUP #3

1. In your group, you will have 15 minutes to discuss the following question:

   What concerns are frequently expressed by parents?
   What do they want most for their child?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

GROUP #4

1. In your group, you will have 15 minutes to discuss the following question:

   What are the benefits of participation in the regular classroom for the student who has significant learning/ behavioral difficulties?

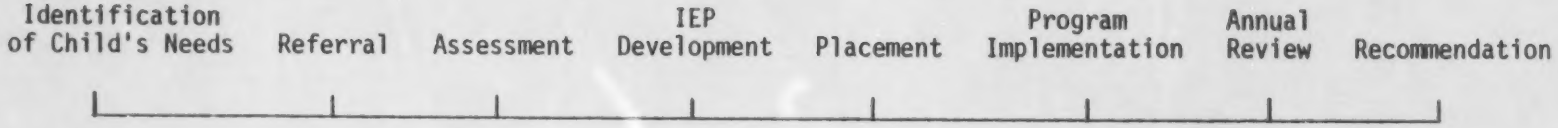
2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

TRANSPARENCIES

IEP PROCESS


Identification of Child's Needs
Referral
Assessment
IEP Development
Placement
Program Implementation
Annual Review
Recommendation

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 3

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1.	The participants will list difficulties experienced by students in the regular classroom.	*1 2 3 4 5 6 7*
2.	The participants will list types of assistance that are of value in meeting individual needs of students.	*1 2 3 4 5 6 7*
3.	The participants will list concerns expressed by parents of handicapped learners.	*1 2 3 4 5 6 7*
4.	The participants will identify benefits of a handicapped student's participation in the regular classroom setting.	*1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

		Very Low						*Very High*
1.	Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2.	Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3.	Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4.	Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5.	Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 4: Steps Involved in the IEP Process

Objectives: The participants will arrange the steps in developing and implementing the IEP in a logical order.
The participants will attend to an audio-visual presentation eleborating the components of an IEP.
The participants will develop questions, which when answered, will provide meaningful data for developing an IEP.

Unit Time: 1¼ hours

Materials:

- Transparency #12
- Facilitator material #5
- IEP sequencing cards
- Facilitator material #6
- Transparency #13
- Transparency #10
- Handout #8
- Handout #9
- Newsprint
- Marking pens
- Overhead projector
- Masking tape
- Filmstrip "Individualized Educational Programming (IEP)" - Judy Schrag (Optional)
- Filmstrip projector (Optional)

Unit 4 - Part 1

The Facilitator states that in the last activity, participants identified some concerns, resources, priorities and benefits to be considered in working with handicapped learners. The concept of the "least restrictive environment" was reviewed. In dealing with handicapped learners, what are some of the adjustments a regular education teacher can make, specifically, to serve the child in the least restrictive environment? In Part 1 of this unit we will identify these alterations, so that as special educators and support personnel we can provide these suggestions and be of assistance to regular educators even prior to a referral. Maybe we can make some modifications in the regular classroom first, before starting the referral process.

As an introduction to this section, the Facilitator describes a situation in which a teacher is considering referring a student. Transparency #12

is displayed, which lists adjustments regular classroom teachers might make in a child's program before writing a referral. Some examples would be the size of the group in which the students work, changing curriculum/materials, moving the student to a smaller class, varying the management techniques, etc. The participants add their suggestions. The Facilitator then acknowledges the fact that although the teacher has made these and other adjustments within the regular classroom, the child's needs are not being met. For this reason, additional sources must be sought.

Unit 4 - Part 2

The Facilitator states that a teacher is now about to make a referral for a particular student. First, let's look at the entire IEP process. What happens after a referral has been made? When is an IEP developed? When is the placement staffing?

In order to become aware of these steps, the participants are involved in an activity where they sequence the steps in the IEP process. (Instructions are in the Facilitator material #5.) After they have sequenced their cards, the Facilitator describes the various steps of identification, referral, assessment, IEP development, placement, program implementation, and annual review. (Notes are included in Facilitator material #6 and on Transparency #13.) The participants compare their sequence to the one described by the Facilitator.

Unit 4 - Part 3

Since the IEP is the focus of this sequence, the components of the IEP will be highlighted. This can be accomplished by use of a filmstrip or slide tape, or by the Facilitator showing a transparency with the components listed, i.e., Transparency #10.

Unit 4 - Part 4

Because the first component of the IEP focuses on determining the present level of student performance, an activity follows which centers

on what sources of information need to be gathered in order to write a summary statement.

The Facilitator asks the participants to form groups of three to analyze a form which can be used to gather information. Participants are asked to list questions they might ask in seeking information in the areas of investigation. (See Handout #8 for a copy of the form.) The Facilitator encourages the group to develop questions which would be specific enough to gain the information they need. (Reference should be made to the "Records" column, specifically, so that the participants will provide questions in addition to the ones shown in the example.)

A large form like the handout should be displayed on the wall. After the participants have had twenty minutes to complete their forms in small groups, one group is asked to record their questions on the large form. The other small groups verbally add questions they identified which are different. These are also recorded on the form.

The Facilitator leads a brief discussion to emphasize the distinction to be made in information that is currently available and additional information that is needed, not only to pinpoint specific needs of the student, but to determine eligibility for special education programs. This distinction can be made by asking participants to underline in red the additional information that is needed.

FACILITATOR MATERIALS

Directions: The participants divide into trios. Each trio is given a set of 3" X 5" index cards. Each card has typed on it a step in the IEP process. The trio sequences the cards so that they are in a logical order.

Each set of cards would contain individual cards, one step on each:

- identification
- referral
- assessment
- IEP development
- staffing
- placement
- program implementation
- review
- recommendation

This activity was developed by Ethel Bright of the Mid-South Regional Resource Center, Lexington, Kentucky. Used here by permission of the developer.

IEP PROCESS

STEP	WHAT	WHO	HOW	OUTCOME
Identification of Needs	Teacher's concern Parent's concern	Parent Teacher Principal Others	Conference	Specify: Information revealed Who will collect it What will be done with information
Referral	Secure additional resources		Written form Parent consent	Notification of support personnel
Assessment	Collect information	Parent Teacher Psychologist Speech Therapist Social Worker Consultant	Review of records Behavioral Observation Task skills Group skills Testing Standardized Skill Mastery Informal Interview Checklist Open ended	Records of results
IEP Development Sharing Information	Focus on questions to be answered	Parent Teacher Consultant Principal Others.	Conference	Determine goals and objectives
Staffing	Statement of specific educational services needed Length of time participation in regular program	.	Conference Justification for placement	List of persons responsible for implementing program

IEP PROCESS continued

STEP	WHAT	WHO	HOW	OUTCOME
Placement	Arrange for service delivery	Principal Director of Special Education	Scheduling Conduct/notify specified persons	Services arranged Instruction begins
Program Implementation	Baseline information Begin instruction Initiate support service	Designated in IEP	Designated in IEP	Child change data
Review	Success level in meeting goals and objectives Review data	Designated in IEP	Annual Review Conference Post testing Observation	Determine continued appropriateness of program
Recommendation	Plan future program	Parent Teacher Others	Parental consent Justification	Continue with revised goals Discontinue program Provide more intensive program

HANDOUTS

Directions: List questions you might want answered to clearly identify a student's needs, problem.

SOURCES OF INFORMATION

Areas of Investigation	Records	Observation	Testing	Interviews
Vision/Hearing	Do records indicate suspicion of hearing/ vision problem?	Does child need to sit close to teacher to hear her/him? Does child move closer to visual stimulus in order to see it? Does child need to have directions repeated frequently?	Has the child's hearing/vision been tested in the last year? What were the results?	Do parents notice problems? Do music teacher, PE teacher, art teacher have comments?
Health				
Behavior				
Environmental (explain)				

SOURCES OF INFORMATION continued

Areas of Investigation	Records	Observation	Testing	Interviews
Intellectual				
Physical				
Academic				
Speech and Language				
Alternatives/Options Tried With Student				

* Adapted from Prestaffing Checklist developed by Grant Wood Area Education Agency Task Force, Cedar Rapids, Iowa, 1977.

Adjustments Made in Regular Classrooms:

MATERIALS
- use of manipulatives (tactile)
- use of tapes (auditory)
- use of chalkboard (visual, kinesthetic)
- use of language master (visual, auditory)

GROUPINGS
- (vary group size depending on child's needs)
- 1:1 use of volunteers, peer tutors
- small group instruction
- large group instruction

PHYSICAL ENVIRONMENT
- seating
- lighting
- acoustics
- space
- distractions

METHODS
- repetition
- discovery learning
- programmed materials
- activity centers
- reinforcement

CURRICULUM
- changing basal texts in content areas
- adjusting assignments - level of difficulty

MANAGEMENT
- reinforcement systems

TRANSPARENCIES

Adjustments Made in Regular Classrooms:

MATERIALS
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IEP PROCESS

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IEP Development Sharing Information	Focus on questions to be answered	Parent Teacher Consultant Principal Others.	Conference	Determine goals and objectives
Staffing	Statement of specific educational services needed Length of time participation in regular program	. . .	Conference Justification for placement	List of persons responsible for implementing program

IEP PROCESS continued

STEP	WHAT	WHO	HOW	OUTCOME
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Recommendation	Plan future program	Parent Teacher Others	Parental consent Justification	Continue with revised goals Discontinue program Provide more intensive program

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 4

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1. The participants will arrange the steps in developing and implementing the IEP in a logical order. *1 2 3 4 5 6 7*

2. The participants will develop questions, which, when answered, will provide meaningful data for developing an IEP. *1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

	Very Low						*Very High*
1. Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2. Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3. Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4. Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5. Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 5: Describing Present Levels of Performance

Objectives: Given information that describes a child's current level of functioning, the participants will write statements describing a student's level of performance.
Given information that describes a child's current level of functioning, the participants will identify and list priority areas for individual instruction.
The participants will discuss and list goal statements that might be recommended to meet student needs within the priority area.

Unit Time: 1 hour

Materials:
- Handout #10
- Handout #11
- Handout #12
- Handout #13
- Transparency #11
- Facilitator material #7
- Overhead projector
- Marking pens

Unit 5 - Part 1

The focus of Part 1 is to develop statements of a student's present level of performance, using case study data. The Facilitator refers to the form the participants just completed in the last unit where they identified sources of information which could be used to identify a student's needs. The Facilitator makes reference to the transparency used throughout the workshop on the "IEP Process", Transparency #11, and states the participants will now look at various types of assessment information used to develop the summary of present level of performance component of the IEP. The Facilitator states that the participants will receive a "Sources of Information" form completed on a case study, as well as additional information which will assist them in developing the statement (Handout #10).

The participants form groups of three and review the case study information. They are also given an IEP form on which they can write the

statement of the student's present level of performance. The Facilitator points out that this statement generally describes the student's strengths and weaknesses and is not simply a listing of test scores. It is also concise (5 or 6 sentences) and must be written understandably.

The small groups are given about twenty minutes to develop their statement of present level of performance. The Facilitator then asks each small group to read their statement. (Facilitator material #7 contains two examples of such a statement and may be used as a transparency for clarification purposes.) Each participant then writes their performance statement in the appropriate place on the IEP form (Handout #11.)

Unit 5 - Part 2

The emphasis of Part 2 is on the prioritizing of the identified areas of concerns and the development of a goal statement for each of the top four areas of concern.

Working in the same groups of three used during Part 1, the participants' new task is to identify areas for individual instruction. Once identified, the areas for individual instruction should be ranked in priority order with the top four priority areas written in the "Area of Concern" column of Handout #12.

From these priority concerns, the participants now discuss and develop goal statements that might be recommended to meet the student's needs. In introducing this particular activity, the Facilitator should mention the fact that the "Area of Concern" statements developed earlier are, in effect, needs statements. As such, they generally reflect deficits in performance and present a basically negative posture. In effect, the development of a corresponding goal statement transforms a negative statement of performance deficit into a positive statement of desirable scope and direction.

The Facilitator also reminds the group that goal statements generally contain certain characteristics. For example,

Goal statements:

- are broadly stated
- are annual

- are directional
- are clearly worded
- address a single concept or area
- state what the student is going to do
- are felt attainable (realistic)
- may or may not be stated in measurable terms

In effect, they state the "why" for a child being referred to special education.

Some examples of possible goal statements from the case study data would be:

- to improve social skills in relating to peers
- to improve addition and subtraction skills
- to increase attending behavior
- by the end of the year, Kerry will increase her reading skills to the 2.0 grade level, as measured by a standardized reading test
- Kerry will be able to stay on task beyond 60% of the time in structured observation

After each small group has developed its goal statements, have them merge with one other small group, forming a new group of six participants. Each newly formed group of six is then asked to come to a consensus decision on the appropriate priority areas, their arrangement, and the corresponding goal statement for the case study student. These statements are then written in the appropriate place on the IEP form.

Facilitator Note: The Facilitator may ask one participant from each merged group of six to play the role of an observer while the group arrives at a concensus. The observer completes an observation form (Handout #13) and will discuss his/her observations at the end of the activity.

The Facilitator concludes the unit with large group sharing. The Facilitator records statements of present performance and suggested goal statements on a transparency. Discuss which goals may be most important from the mother's viewpoint, from the teacher's viewpoint, or the child's viewpoint.

Finally, if an observer was used, reference is made to their role and the observations they recorded during the last activity. What did each participant do that helped the group develop the IEP? What hindered the development of the IEP?

FACILITATOR MATERIALS

Previous Participant Responses

Area of Concern	Goal Statement
1. Reading	a. Kerry will improve her reading skills. b. Kerry will be reading at the 2.5 level and will understand what she reads.
2. Concentration	a. Kerry will show improved classroom attention and on-task behavior. b. Kerry will be able to stay on-task more than 60% of the time in structured observation.
3. Math	a. To improve addition and subtraction skills. b. Kerry will be able to complete a math worksheet of basic addition and subtraction facts with 90% accuracy.
4. Peer Relations (Social/Emotional)	a. To improve social skills in relating to peers. b. Kerry will be able to interact in a group of three or more peers 50% or more of the time in structured observation.

PRESENT LEVEL OF PERFORMANCE

A.

Kerry is an 8 year old second grader with above average potential and normal vision and hearing. She is experiencing difficulty in areas of language arts, expecially reading skills, comprehension, and understanding a sequence of ideas. Performance in math is inconsistent. She profits from visual and concrete cues.

Kerry attends school regularly and presents no discipline problem. She has trouble staying on task in a group and needs encouragement to join group discussions and activities.

B.

Kerry attends school regularly and presents no discipline problems. She has the ability to work at grade level, but needs help in language development and math.

She has normal hearing, vision, and writing skills, but has trouble in rhythm and movement activities.

She is interested in individual activities, but needs encouragement to participate in group activities.

C.

Kerry is enrolled in a regular 2nd grade classroom and shows a high, average I.Q. She is showing strengths in tasks presented visually. Also understanding word meanings, vocabulary skills, and math skills of time, money and number.

Weak areas are auditory memory, specifically reading comprehension and sentence imitation. Good fine motor skills are seen; however, she lacks good gross motor skills.

D.

Kerry is older than most 2nd grade students. She has above average intelligence according to standardized tests. Her academic performance shows math skills at grade level and reading below grade level. She has weak gross motor and auditory skills. Kerry has a short attention span and tends to hurry answers with little attention to details.

HANDOUTS

CASE STUDY

Kerry is an eight-year-old second grader. Because of her August birthday, her mother decided to keep her in preschool for an additional year rather than entering kindergarten.

The following comments were made by the second grade teacher when she explained her concerns about Kerry's performance:

> "On the first day of school, I did some informal testing in reading. She was unable to read the first page of the lowest level reader in my class. She was able to provide sounds for most consonants but no vowels. On the word list in the back of the book, she only knew five words in the first column, so I stopped. I made a referral for further assessment of reading skills and wanted recommendations for adjustments in the classroom program.
>
> She works slowly in math and confuses addition and subtraction operations. She seems to disregard the signs on worksheets. When I give her simple story problems and counters, she usually knows what to do, but on math worksheets her answers are inconsistent. Sometimes she just writes the same answer over and over.
>
> In group discussions, her attention wanders and she rarely volunteers information. I recall a few times when her hand was waving in the air and when I called on her she started to talk then said she couldn't remember the rest. I think she was a little embarrassed."

Additional information was gathered and is summarized on the next page.

SUMMARY OF INFORMATION

Area of Investigation	Source of Information	Results
Vision/Hearing	School Nurse Records	Records from previous school screening show hearing and vision are within normal limits. Observations by teacher and parent indicate no concerns in this area.
Health	Records Parent	Had a physical early in the fall. Good health, no medication. Immunizations up to date. Attendance is excellent.
Behavior	Observation Teacher records Playground supervisor Principal	No management concerns in the classroom or on the playground. Tends to play alone or with one other child. Rarely joins small or large group activities. She is off task more often than others in class (40% in structural observation). Thumbs through workbook, plays with eraser, pencil, and other small objects. Does not disturb others.
Environmental	Parent Teacher report	An only child in a single parent family. Much out-of-school time she is involved with adults (relatives, friends). She has recently joined an after-school recreation group. She likes to draw pictures, color, and watch TV a few hours each day.
Intellectual	Psychologist Testing	Scored in high average range (81st percentile). Strengths in understanding of word meanings. Also strong in all performance subtests presented visually, with pointing, movements of objects or written response. Weaknesses in remembering items presented orally.
Physical Skills	Observation P.E. Teacher Teacher	Seems to shuffle as she walks and has difficulty with rhythm and movement activities in gym class. Handwriting and other fine motor skills are neatly done.
Academic	Testing Observation cont.	Math: Key Math - total score at 2.0 grade level. Good grasp of time, money, and number sequence. Difficulty with mental computation and cont.

SUMMARY OF INFORMATION continued

Area of Investigation	Source of Information	Results
Academic (continued)	Diagnostic Teaching	inconsistent on addition facts especially with numbers above 10. Unable to work subtraction problems. Reading: Woodcock Reading Mastery Test - total score at 1.5 grade level. Standard Reading Inventory - Reached frustration level at Pre-primer. Focused on initial consonant sound and called out word with same sound (see word list). Responds to correction by insisting her answer is correct or saying, "That's what I meant." Many errors in paragraph reading affecting her comprehension and rate. She repeated many words and phrases, and substituted similar words (want-went, have-had, with-will, it-in). On the second paragraph (Primer level) she read the first few words and made up the rest of the sentence. She was not able to retell the story unless specific questions were provided and then she was correct on 50% of the items.
Speech and Language	Speech Clinician Testing Interview	Able to produce sounds correctly. Good sentence structure in conversation. She performed a year and a half above age level on a picture vocabulary test where she pointed at a picture that matched a word spoken by the examiner. She also had trouble repeating sentences of more than six words. Even with a picture clue, she was unable to repeat one of two sentences that described the action in a picture. (example: The boy is falling down the hill. "The boy fell down the hill.")

STANDARD READING INVENTORY

Student Responses

Pre Primer	
Word	Response
go	+
look	+
funny	fun
come	+
the	+
mother	+
can	+
blue	+
something	some
work	+
big	+
make	+
little	+
here	+
we	+

correct 13/15

Primer	
Word	Response
yes	+
dog	+
are	here
fun	+
kitten	+
good	go
saw	+
eat	+
out	+
girl	+
happy	+
ran	run
did	do
home	house
birthday	boy
pets	pet
this	+
now	no (self corrected)
they	don't know
some	+
laugh	don't know
surprise	don't know
white	+
wanted	don't know
where	don't know

correct 13/25

First	
Word	Response
man	+
street	+
night	+
next	nest
him	his
must	don't know
her	+
call	called
there	+
back	+
from	farm
money	+
pocket	don't know
gone	don't know
again	don't know
think	don't know
letter	better
hurry	don't know
lost	don't know
dress	+
hear	her
stay	don't know
could	cold
build	don't know
met	don't know

correct 8/25

120

INDIVIDUAL EDUCATION PROGRAM

#11

Child's Name_____ Birthdate___/___/___ Grade_____
Month/Day/Year

School_____ Date Referred to Committee___/___/___
Month/Day/Year

SUMMARY OF PRESENT LEVELS OF PERFORMANCE (Strengths and Weaknesses)(Academic, social, emotional, pre-vocational, pyscho-motor, self help skills, daily living activities)

66

PRIORITIZED LONG-TERM (YEARLY) GOALS:

EVALUATION CRITERIA:

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION & SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE

PLACEMENT RECOMMENDATIONS
AND JUSTIFICATIONS

SPECIAL RECOMMENDATIONS
(LEARNING SYTLE, ETC.)

PLANNED ACTIVITIES WITH
NON-HANDICAPPED CHILDREN

COMMITTEE MEMBERS PRESENT (SIGNATURE & TITLE)

DATES OF MEETINGS

Area of Concern	Goal Statement
1.	
2.	
3.	
4.	

OBSERVATION FORM

1. What did each participant do that helped the group develop the IEP?

2. What hindered the development of the IEP?

CHARACTERISTICS OF GOAL STATEMENTS

- are broadly stated
- are annual
- are directional
- are clearly worded
- address a single concept or area
- are realistic
- may or may not be stated in measurable terms
- state <u>what</u> the student is going to do

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 5

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1.	Given information that describes a student's current level of functioning, the participants will write statements describing a student's level of performance.	*1 2 3 4 5 6 7*
2.	Given information that describes a student's current level of functioning, the participants will identify and list priority areas for individual instruction.	*1 2 3 4 5 6 7*
3.	The participants will discuss and list goal statements that might be recommended to meet student needs within the priority area.	*1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

		Very Low						*Very High*
1.	Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2.	Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3.	Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4.	Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5.	Extent to which this information broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 6: Task Analysis and Behavioral Objectives

Objectives: The participants will task analyze one nonacademic task and three behavioral objectives.
The participants will develop four objectives appropriate for goals determined for the case study.

Unit Time: 2 hours

Materials:
- Transparency #11
- Facilitator material #8
- Handout #14
- Index cards
- Handout #15
- Facilitator material #9
- Transparency #14
- Transparency #15
- Transparency #16
- Handout #16
- Handout #17

Unit 6 - Part 1

The Facilitator repeats that in the last activity priority needs were identified and goal statements developed for a particular student. The Facilitator refers back to Transparency #11, IEP Process, to make participants aware of the two components which have been developed up to this point: the statement of present level of performance and the goals. Writing behavioral objectives, which are the steps that need to be taken to attain each goal, is the focus of this unit. The process of task analysis is presented as a way to systematize the development of specific objectives.

The Facilitator first introduces the concept of task analysis by providing a definition of task analysis and describes how it can be used as an aid in writing objectives. (Refer to Facilitator material #8 for notes).

Next, the participants in small groups task analyze a non-academic task, such as making a martini or changing a tire. (Directions for this activity are in Handout #14).

The Facilitator presents a mini-lecture further describing task analysis

and how it can be used. (Again, specific notes are included in Facilitator material #8).

Now the participants are given objectives which they task analyze. (In Handout #15).

Unit 6 - Part 2

In introducing Part 2, the Facilitator presents a mini-lecture which describes the components of a behavioral objective and how task analysis is used to develop the sequence of steps a student must follow in meeting a goal. (Refer to Facilitator material #9 and Transparency #14. Participants are given Handout #16).

Given the priority needs and goal statements developed in Unit 5, the participants, in groups of three, practice writing behavioral objectives which will enable the student to meet a long-range goal. Each participant receives Handout #17, with directions, on which they write their objectives. Allow about thirty minutes for this activity.

After each group of three have developed their objectives, have them merge with one other small group, forming a new group of six. (These may or may not be the same groupings as used in Unit 5). Each group of six is then asked to come to a consensus opinion on the appropriateness of each objective. In this sharing activity, the participants should attempt to agree on evaluation information that would be acceptable to all concerned and which reflects the desired changes in student performance.

Each small group then shares their objectives with the total group and writes them in the appropriate place on their IEP form. (Transparencies #15 & 16 may be used as resources).

In summarizing this unit, the Facilitator leads a group discussion focusing on the direction for planning and emphasizing such questions as, "Are the goals appropriate?", "Do the selected objectives relate to long-range goals?" and "Are the evaluation procedures appropriate?".

FACILITATOR MATERIALS

TASK ANALYSIS MINI-PRESENTATION:

Barbara Bateman, in Essentials of Teaching, describes task analysis "as the process of isolating, describing, and sequencing all necessary subtasks, which, when the child has mastered them, will enable him to perform the objective."

To use the T.A. diagnostically, you

a. specify an instructional objective the child is having difficulty meeting,

b. break it into subtasks,

c. construct a checklist with a test item for each subtask,

d. administer the checklist,

e. teach the child the subtasks he doesn't know.

When the child is able to do all the subtasks that are part of the objective, he should be able to complete the objective.

There are two things to remember when you're doing task analysis, First, pretend you are a strict behaviorist. You are interested only in behaviors you can observe -- those that can be

a. seen,

b. heard,

c. measured, or

d. counted.

Don't attempt to make any inferences about what goes on "inside" the child.

a. For example, let's not use a term like "visual discrimination." A term like that doesn't tell us much. There are many definitions of it. Also it is hard to measure if the child has problems in this area or not when it is just stated as "visual discrimination."

b. However, if we state the term in more observable language such as "can match lower case 'b' with another lower case 'b' when lower case 'd's' are also present," then we can see the child perform that task.

c. We've changed a statement of a task from something we were guessing went on 'inside' the child's brain to a task that is observable.

So, concentrate only on the observable subtasks the child needs to do in order to complete the objective.

a. Ask yourself, "Does the child need to do this subtask to meet the objective?" and

b. "Is it something I can see, hear, count or measure?"

From Informal Diagnosis and Prescriptive Programming: A Workshop, developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa 50311 (pp. 29-32)

The second point to remember when using task analysis is to concentrate on the objective you're trying to teach the child. At this time, we don't need to concentrate on the child herself.

When we're trying to do a task analysis using observable behaviors, we use this formula:

Action verb plus object.

For example, an action verb is "pick up" and an object is "Kleenex." Or "matches" "pictures" is another example.

Now we're going to start applying task analysis to academic objectives. (PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING:)

Let's keep in mind that:

a. Task analysis involves isolating, describing and sequencing subtasks.

b. Task analysis is action verb plus object.

c. Task analysis involves only observable behavior.

Let's say we wanted the child to read the word mat. Our objective was that he would say the word out loud within seconds of seeing it with 100% accuracy. He couldn't do it so we decided to gather some informal diagnostic information about why he couldn't by applying the task analysis process. (RECORD THE FOLLOWING ON THE TRANSPARENCY:)

The task analysis of mat is:

a. Attends to teacher and task.

b. Demonstrates an understanding of the key words in the directions. (These are the directions the teacher gives the child. For example, "Read this word." The child would have to demonstrate an understanding of the words "read," "this" and "word.")

c. Moves left-to-right. (He knows he reads a word by moving his eyes from left to right.)

d. Matches a letter sound to the correct letter symbol. (This subtask is a way of stating "sound-symbol correspondence" in more observable terms.)

e. Says the short "a" sound when he sees the letter "a" between two consonants in a three-letter word.

f. Blends the individual sounds into the word.

g. Says the whole word.

This completes the first and second steps of task analysis. We have listed a specific objective we want the child to achieve and broken it into small subtasks. The third step is to construct a checklist with a test item for each subtask.

If I wanted to check to see if the child were attending to the teacher and task, I would first define what attending was in observable terms. Let's say it means looking at the word card for thirty seconds without looking up. Then we could observe the child to see if he did that. If he didn't, we could teach him to because he would need to do this subtask in order to complete our objective.

A way to check to see if he understands the key words in the directions is to ask him what "read" means or to point to a "word."

To check out if he could sequence his reading from left to right, you might ask him to point to where he would start reading the word.

To see if he can match the correct sound to the correct symbol, ask him to tell you the sound of each letter.

To see if he can apply the consonant-vowel-consonant rule, present three-letter nonsense words with the letter "a" in the middle. Ask him to read them and see if he says the short "a" sound.

Blends sounds into words is the sixth task. We could ask the child to say all the sounds of the individual letters together. We could then try to get him to say the sounds together faster and faster.

The last subtask is "says the word." A way to test that is to ask the child to repeat the word after you have said it.

FACILITATOR NOTES - MINI-LECTURE ON GOALS AND OBJECTIVES

GOALS AND BEHAVIORAL OBJECTIVES

Once a teacher has gathered information (assessment) about a pupil, this information needs to be organized in such a manner as to show what learning will take place in the future. Such organization is achieved through writing long and short term objectives -- statements of pupil performance targets to be achieved over time. The importance of writing objectives cannot be overstated. Well written objectives will provide the teacher, the parents, and the other educational personnel with concrete statements of what skills a child should achieve in a specified period of time and, thereby, serve to focus educational attention on the critical areas of instruction.

Reasons for writing objectives. By teaching to a series of objectives, the teacher is aware of what instruction is necessary to accomplish the specific objectives. The teacher is more likely to proceed in a systematic manner to the objectives' completion and less likely to engage in random instruction (Lynch, McGuigan, & Shoemaker, 1976). With the specific information of what the pupil is to learn this can be a guide to the teacher on what curriculum development is necessary. Will new materials have to be made or purchased? Or will the materials on hand help the pupil accomplish the objective?

By writing specific objectives the teacher can tell if the pupil has accomplished the objective. It is very easy for the teacher to say "yes" or "no" if the pupil has acquired a certain skill. Also, parents, administrators, and sometimes the pupil know exactly what is expected to complete the objective and can see by the pupil's performance when the objective is completed.

So it can be said that there are five basic reasons for writing objectives:

1. To provide a guide for curriculum development or to sequence instruction.
2. To provide a basis for evaluation of pupil progress.
3. To provide the teacher with criteria to determine when an educational target has been achieved and when to focus on new targets.

4. To provide parents, administrators, and sometimes the pupil with information as to what is expected in the educational setting and when it is accomplished.
5. To meet administrative and/or legislative requirements.

Components of behavioral objectives. In order to satisfy the listed reasons for writing objectives, the objectives themselves must contain certain components. These objectives are referred to as behavioral objectives and must contain the following:

1. Who is the learner?
2. What is the observable behavior?
3. Under what conditions will the behavior occur?
4. What is the criterion for success expected of the learner?

When writing behavioral objectives you must make the statement about what a specific learner will be doing rather than the teacher. A behavioral objective is written for a specific child. The behavioral objective should not include activities the teacher uses to change a child's behavior.

A behavioral objective must be written to include an observable behavior rather than vague and unseen improvement. The behavior stated in the objective must be observable, repeatable, and measurable. To include all three of these criteria you must be able to see or hear the behavior or a product of the behavior. Use verbs in the statement of the objective that indicate specific observable behavior, such as: "says word," "puts on a shirt," "points to picture," "signs the word 'eat'." Do not use verbs for actions that cannot be directly observed, such as knows, appreciates, feels, recognizes, etc. For a more complete list see Table 1.

The behavioral objective statement must also include the conditions under which the learner's behavior will be demonstrated and measured. The conditions should be the same from day to day, making it possible to determine if progress is being made and if the reason for that progress is due to the specific conditions that have been established and maintained.

Examples of stated conditions:

when wearing a pair of pants pulled up just to the knees.
when given the pullover sweater...
when the sign for "drink" is given...

The criteria for success must also be written in the behavioral objective. The criteria states exactly what level of performance is to be expected of the learner. Meeting the criteria signals the teacher that it is time to move to the next learning objective in the instructional sequence. The teacher, in establishing a certain criteria for a child, must be sure that the child can attain that standard. The criteria must be reasonable for the child. The objective must not be written in such a way that the child physically or developmentally cannot demonstrate successful completion of an objective.

Examples of criteria for success:

50 correct responses in a minute for three consecutive days.

Complete all steps in handwashing independently for five consecutive days.

Label all ten objects within 30 seconds for two consecutive days.

Behavioral objectives must then have four components: (1) learner, (2) observable behavior, (3) condition, and (4) criteria. It is much easier to write these objectives when a standard form is followed. The standard form recommended is stating the components in the following order: condition, learner, observable behavior, and criteria.

Examples of behavioral objectives:

When given a slip-on sweater / Tom / will put the sweater on / completely with no assistance.

When given a list of ten functional words / Sally / will sign the words / with 100% accuracy and within one minute.

Objectives are sequenced small steps or approximations toward the long-range goal.

Action verbs most used for objective writing:

to cover	to draw	to wash	to circle
to mark	to state	to place	to read orally
to underline	to press lever	to remove	to dress
to repeat orally	to point to	to name	to brush
to write	to walk	to draw lines	to label
to fill in	to say	to cross out	

Verbs that are to be avoided:

to conclude	to deduce	to infer	to realize fully
to apply	to perceive	to generate	to discriminate
to feel	to know	to solve	to appreciate
to think	to discover	to recognize	to like
to learn	to understand	to concentrate	to wonder

Previous Participant Responses

GOAL STATEMENT			
Kerry will be able to stay on-task beyond 60% of the time in structured observation.			
OBJECTIVE(S)			
Conditions (Givens)	**Learner (Who)**	**Behavior (Will do what)**	**Criteria (How well)**
1. Without a reminder	Kerry	will start work	for one period a day for a week.
2. With no reminder	Kerry	will complete her work	90% of the time for a week.
3. With no extra directions	Kerry	will move from one task to another	every time she has more than one task to complete.

HANDOUTS

INTRODUCTION TO TASK ANALYSIS

1. In small groups, choose a non-academic task and isolate, describe, and sequence the subtasks which, when mastered, will enable an individual to perform the task.

2. List each subtask on a separate card.

3. Number each card on the back, indicating the correct sequence your group has determined.

4. Provide a title card. Underline the title.

5. Shuffle your task cards out of sequence and place the title card on top.

6. Give your task cards to the facilitator for exchange with another group.

7. When you receive another group's set of task cards, sequence the given tasks as a group. Then compare your group's sequence to the original group's sequencing by checking the number on back of each card. Discuss any discrepancies.

TASK ANALYSIS

Unit 6 - Part 1
#15

Write a task analysis for each of the following objectives:

Objective: Given a worksheet with 50 one-digit subtraction problems in the form (9-5=__), the student will write the correct answer to each problem within a ten-minute period making no more than five errors (90% correct).	Objective: Given a list of 20 one-syllable c-v-c words orally, the student will write the letter that makes the beginning sound of the word with 80% accuracy, within 30 seconds of the word's presentation.	Objective: Given a worksheet with a list of 30 words, the student will identify where the words can be located in the dictionary by writing "beginning," "middle," or "end" next to each word with 90% accuracy, within a 30 minute period.

INSTRUCTIONAL OBJECTIVES

An instructional objective describes the final outcome of instruction in terms of observable behavior, states the conditions under which the final performance may be obtained, and specifies the criterion by which the final performance may be judged (Mager, 1962). Instructional objectives describe educational outcomes that are directly observable. For this reason, they are often referred to as behavioral objectives because they describe student outcomes in publicly observable behavior (Wheeler and Fox, 1972).

Educators use instructional objectives to design programs for students, to evaluate the child's performance in such programs, to determine the adequacy of the overall education program and to evaluate their own instruction (Kibler, Barker and Miles, 1970). They can also be used as a method of communicating to other educators and parents what a student's instructional program is and how he is progressing through it.

When writing instructional objectives, educators must identify the expected outcomes of instruction in each curriculum area included in a child's instructional program. After these outcomes have been identified, instructional objectives, including the following three components, can be written (Mager, 1962):

1. Conditions. A statement of the conditions under which the behavior is to be observed.

2. Behavior. A description of expected terminal behavior which can be observed.

3. Criteria. A statement of the criteria of acceptable performance.

An example of an instructional objective for this module is:

> After reading the handout on instructional objectives, completing a worksheet and observing a demonstration, participants will write one long range and two short range instructional objectives with 100% accuracy as determined by the facilitator using the criteria outlined in the handout.

This instructional objective contains a statement of all three critical components which can be separated using the following format:

CONDITIONS	BEHAVIOR	CRITERIA
After reading the handout on instructional objectives, completing a worksheet and observing a demonstration,	the participant will write one long range and two short range instructional objectives	with 100% accuracy as determined by the facilitator using the criteria outlined in the handout.

Another example of an instructional objective pertains to a pre-reading curriculum:

> Given five cards, shown one at a time with a different letter on each, the student will correctly name the letter within five seconds of its presentation. He will make no more than one error (90% accuracy) on each of three consecutive presentations of the five cards in random order. He will complete this objective by September 30, 1976.

This instructional objective includes a description of the terminal behavior that is observable (BEHAVIOR), a statement of the conditions under which the behavior is to be observed (CONDITIONS), and a statement of the criteria for acceptable performance (CRITERIA). The three components can be separated as such:

CONDITIONS	BEHAVIOR	CRITERIA
Given five cards shown one at a time with a different letter on each,	the student will correctly name the letter	within five seconds of presentation. He will make no more than one error (90% accuracy) on each of three consecutive presentations of the five cards in random order. He will complete this objective by September 30, 1976.

It is necessary to use observable terms when writing instructional objectives to clearly communicate what you mean. If instructional objectives are written in ambiguous terms (terms that are not directly observable), then the educator who wrote them may be the only one who "knows" when his pupils achieved them (Wheeler and Fox, 1972).

Deno and Jenkins (1967) had teachers rate the extent to which various action verbs describe events that are directly observable. The following words were grouped into three categories on the basis of their study: action verbs that are directly observable, those that are ambiguous, and those that are not directly observable.

Action verbs that are directly observable

The following list of action verbs label events which teachers judged to be directly observable.

To cover with a card	To lever press	To line-draw
To mark	To point to	To cross out
To underline	To walk	To circle
To repeat orally	To count orally	To say
To write	To put on	To read orally
To shade	To number	To name
To fill in	To label	To state
To remove	To place	To tell what
To draw		

When writing instructional objectives educators should make every effort to use words that describe behaviors like those in the above list.

Ambiguous action verbs

The following list of action verbs were thought to be relatively ambiguous when compared to the list above. These behaviors may be open to more than one interpretation and require more effort to

measure on the part of the educator.

To identify in writing	To take away	To construct
To match	To check	To make
To arrange	To finish	To read
To play	To locate	To connect
To give	To reject	To select
To choose	To partition	To change
To use	To subtract	To perform
To total	To divide	To order
To measure	To add	To supply
To demonstrate	To regroup	To multiply
To round off	To group	To complete
To respond to	To average	To summarize
To inquire	To utilize	To borrow
To acknowledge	To find	To identify
To see	To convert	

Action verbs that are not directly observable

The following words were judged by teachers not to be directly observable. All these words describe actions that must be inferred from other behaviors. These words should not be used when writing instructional objectives.

To distinguish	To be curious	To solve
To conclude	To apply	To deduce

To develop	To feel	To test
To concentrate	To determine	To perceive
To generate	To think	To create
To think critically	To discriminate	To learn
To recognize	To appreciate	To discover
To be aware	To become competent	To know
To infer	To wonder	To like
To realize fully	To analyze	To understand

Instructional objectives can be written for different lengths of time in the child's educational program. Objectives that state that the behavior will be accomplished at the end of several months or longer are usually referred to as long range instructional objectives. Objectives that state the behavior will occur within shorter periods of time, such as a day to two months, are often called short range instructional objectives.

Both kinds contain the three criteria specified by Mager (1962): conditions under which final performance may be observed, a second statement of behavior in observable terms, and a specific criterion by which final performance may be judged. The only difference between the two kinds is the length of time needed to accomplish the objective.

Short range instructional objectives must correspond to long range instructional objectives. Therefore, if a long range instructional objective is written for a child in the area of reading, the short range instructional objectives that are written for his reading program must lead to the accomplishment of the long range objective.

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Mager, R. F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publication, 1962.

Wheeler, A. H. and Fox, W. L. Behavior Modification: A Teacher's Guide to Writing Instructional Objectives. Lawrence, Kansas: H & H Enterprises, Inc., 1972.

GOAL STATEMENT			
OBJECTIVE(S)			
Conditions (Givens)	Learner (Who)	Behavior (Will do what)	Criteria (How well)

TRANSPARENCIES

COMPONENTS OF BEHAVIORAL OBJECTIVES

1. Conditions (Given)
   - under which learner's behavior will be demonstrated and measured
2. Learner (Who)
   - written for a specific student
3. Behavior (What)
   - must be observable and measurable
4. Criteria for Success (How Well)
   - states exactly what level of performance is to be expected of the learner
   - must be reasonable for the child

EXAMPLE

Given ten flashcards with addition facts (C) with sums less than ten, Bernie (L) will say the answer (B) to the facts with 90% accuracy within 20 seconds of each card's presentation (C). He will do so by July 8, 1978.

BEHAVIORAL OBJECTIVE

Given the word list from the _____ basal reader, Kerry will say the words with 80% accuracy.

Kerry will master "selected" word attack skills in the _____ phonics program as measured by the Croft Informal Inventory.

QUESTIONS TO CONSIDER

WHEN REVIEWING OBJECTIVES:

1. Is the objective measurable?

2. Are the objectives sequenced steps, which when a child has mastered them, will enable him/her to perform the goal?

3. Is the amount of time designated for the child to meet the objective appropriate?

4. Are the three components included?
   - conditions
   - behavior
   - criteria

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 6

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1.	The participants will task analyze one nonacademic task and three behavioral objectives.	*1 2 3 4 5 6 7*
2.	The participants will develop four objectives appropriate for goals determined for the case study.	*1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

		Very Low						*Very High*
1.	Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2.	Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3.	Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4.	Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5.	Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

FACILITATOR NOTES

Unit 7: Completing the IEP

Objectives: Given a case study, the participants will complete an IEP, including all of its components.
The participants will list methods to monitor IEP activities.

Unit Time: 2½ hours

Materials: Transparency #11
Handout #18
Transparency #17
Handout #19

Unit 7 - Part 1

The Facilitator puts Transparency #11 on the overhead and states that we are about to complete the IEP for the case study. Thus far, the following components have been described: a statement of present levels of performance, annual goals, short-term instructional objectives, and some evaluation procedures. At this point, the participants will complete the remainder of the IEP, i.e., statement of special education and related services to be provided to the child, extent to which the child will be able to participate in regular education programs, projected dates for initiation of services, anticipated duration of services, and a schedule for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

The participants divide into groups of four to work toward concensus on the remainder of their IEP. Participants should be encouraged to build in as much flexibility as possible, allowing for unexpected variables and professional misjudgements.

The Facilitator gives each group a set of questions to consider as they participate in this IEP development meeting (Handout #18).

Unit 7 - Part 2

After the groups have developed a complete IEP, the large group is

brought back together. The Facilitator states that the IEP developed in the past two days has been prepared by developing each component separately with a number of different groups. In the next activity, the participants will be involved in a more realistic situation where they join together at one meeting and are responsible for developing the IEP in its entirety.

Before beginning this activity, the Facilitator discusses with the large group the importance of the monitoring of an IEP and that there should be provision in their next IEP development session for monitoring the activities outlined in the completed IEP.

The Facilitator asks, "How will members who develop the IEP know that progress is being made?" In the large group, the Facilitator asks the participants to brainstorm: a) What information is needed to monitor the IEP activities?, b) What sources are there for providing this information?, c) Who is the person responsible for gathering the data?, d) How frequently should it be collected? The Facilitator records responses on an overhead transparency. (Example is included in Transparency #17).

The participants are then divided into groups of six. Each group receives the Frank West simulation materials (Handout #19). The Facilitator then explains that in this simulation activity, each participant is to play one of the roles indicated, utilizing the data provided as their "input" to the IEP committee meeting. Approximately 1½ hours are needed for this activity.

Unit 7 - Part 3

When the IEPs are completed, the groups should post their IEPs on the wall and be given about ten minutes to review the content of each IEP. In this way, each group can see the difference in goals, objectives, etc.

The large group is brought back together and the Facilitator reviews the continuum of activities for the workshop, showing that they have completed the final phase. The Facilitator reviews the initial list of "Content Skills" and "Process Skills", which were generated in the beginning of the workshop, and points out where activities addressing specific skills were accomplished.

To wrap up the workshop, the Facilitator asks the group to form two circles, one inside the other. The inner group will discuss how they might use activities or units from the workshop in future training and what modifications they would make. The outer group listens. After ten minutes, the groups switch and the new inner group continues the discussion.

The Facilitator states that these suggestions and comments will be considered as possible revisions in the workshop prior to future presentations.

HANDOUTS

QUESTIONS TO CONSIDER

1. How will we know when the objective has been met?
   What do we agree on that will answer this question?

2. What can the parents do to assist the student in meeting the objective?

3. Does the allotment of time invested reflect the importance of this objective?

FRANK WEST

SIMULATION MATERIALS

This simulation activity was developed by the National Association of State Directors of Special Education (NASDSE). Used here by permission of the authors.

TRANSPARENCIES

IEP MONITORING

INFORMATION NEEDED	SOURCE	PERSON RESPONSIBLE	FREQUENCY (dates)

EVALUATION FORM

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Unit 7

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

1. Given a case study, the participants will complete an IEP including all its components. *1 2 3 4 5 6 7*

2. The participants will list methods to monitor IEP activities. *1 2 3 4 5 6 7*

Please evaluate this unit with regard to the following items:

	Very Low						*Very High*
1. Extent to which this presentation broadened your information base.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
2. Clarity of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
3. Organization of presentation.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
4. Relevancy to your needs.	*1*	*2*	*3*	*4*	*5*	*6*	*7*
5. Overall reaction to session.	*1*	*2*	*3*	*4*	*5*	*6*	*7*

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

WORKSHOP EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

CONFERENCE GOAL:

Please indicate the degree to which you feel the conference goal was met.

1 2 3 4 5 (6) 7
Not Met (EXAMPLE) Met

To develop the skills necessary to participate as an effective member of an IEP team. *1 2 3 4 5 6 7*

Please reate the overall workshop using the following scale:

1 2 3 4 5 (6) 7
Very Low/Bad (EXAMPLE) Very High/Good

1. To what degree was the information shared at this workshop:
   - Pertinent *1 2 3 4 5 6 7*
   - Useful *1 2 3 4 5 6 7*
   - Important *1 2 3 4 5 6 7*
2. Organization of workshop *1 2 3 4 5 6 7*
3. Usefulness of handouts. *1 2 3 4 5 6 7*
4. Design of workshop activities. *1 2 3 4 5 6 7*
5. Overall, I think the workshop was... *1 2 3 4 5 6 7*
6. Do you think the information shared may cause some difference in your or your school's work in the area of educating handicapped children? *YES* ☐ *NO* ☐
7. Was information omitted that you had hoped to acquire. *YES* ☐ *NO* ☐

   If *YES*, what information? _____

   _____

   _____

(OVER PLEASE)

COMMENTS:

Job Title / Position

Name (optional)

COMPLETED IEP

"KERRY"

INDIVIDUAL EDUCATION PROGRAM

Child's Name Kerry Birthdate 8 / 6 / 70 (Month/Day/Year) Grade 2nd

School Squaw's Ankle Elementary Date Referred to Committee 11 / 15 / 78 (Month/Day/Year)

SUMMARY OF PRESENT LEVELS OF PERFORMANCE (Strengths and Weaknesses)(Academic, social, emotional, pre-vocational, pyscho-motor, self help skills, daily living activities)

Kerry is an eight-year-old second grader with above average potential and normal vision and hearing. She is experiencing difficulty in the area of language arts, especially reading skills, comprehension, and understanding a sequence of ideas. Performance in math is inconsistent. She profits from visual and concrete cues.

Kerry attends school regularly and presents no discipline problems. She has trouble staying on task in a group and needs encouragement to join group discussions and activities.

PRIORITIZED LONG-TERM (YEARLY) GOALS:

1. Kerry will be reading at the 2.5 level and will understand what she reads.
2. To improve addition and subtraction skills.
3. Kerry will be able to stay on-task more than 60% of the time in structured observation.
4. To improve social skills in relating to peers.

EVALUATION CRITERIA:

(see objectives on page 2)

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION & SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
1a Given 20 one-syllable nonsense words, Kerry will read the word, pronouncing the ending sound correctly by January 1 with 100% accuracy.	The teacher will give Kerry 20 one-syllable nonsense words on individual flash cards and ask her to pronounce them. Teacher will record the number of correct pronounciations.	Resource Room	Mrs. Pohlson	12/1/78 to 1/1/79	1/1/79
1b Given 20 CVC nonsense words and 20 CVVC nonsense words, Kerry will read the words; pronouncing the vowel sound correctly with 100% accuracy by January 30.	Teacher will give Kerry 20 nonsense CVC nonsense words and 20 nonsense CVCE or CVVC words on individual flash cards and ask her to pronounce them. Teacher will record the number of correct responses.	Resource Room Language master and cards	Mrs. Pohlson	12/15/78 to 1/30/79	1/30/79
1c By May 1, Kerry will read sight words at the 2.5 level from the Ginn Series. Given a three-second exposure, she will read 9 out of 10 words correctly.	Teacher will present 2.5 level sight words from Ginn series on individual cards. Teacher will record number of correct responses.	Ginn Reading Series Resource Room	Mrs. Pohlson	1/1/79 to 5/1/79	5/1/79
1d By May 30, Kerry will read a passage from the Ginn Series at the 2.5 level and reconstruct the story, as well as answer specific questions about it, with 90% accuracy.	Kerry will read silently a passage from the 2.5 level Ginn Series. Using a teacher made, informal test which identifies the main points of the passage, the teacher (cont.)	Resource Room	Mrs. Pohlson	1/1/79 to 5/30/79	5/30/79

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION & SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
1d. Continued	will record the main points Kerry can reconstruct as well as the sequence of reconstruction. She will ask specific questions regarding information omitted and record the number of correct responses.				
2a. By January 1, Kerry will correctly read subtraction facts including the minus sign with 100% accuracy in both a horizontal and vertical format.	Teacher presents ten subtraction facts on individual cards, presented in both vertical and horizontal format, and record the number of correct responses.	Resource Room	Mrs. Pohlson	12/1/78 to 1/1/79	1/1/79
2b. By February 1, Kerry will complete 25 single digit subtraction facts with minuends of 9 or less including those with zero. She will do this with 90% accuracy within five minutes. The facts will be presented in both horizontal and vertical format.	Teacher gives Kerry a worksheet of 25 subtraction facts in a mixture of formats. She then records the number of problems correct and the time taken to complete them.	Resource Room	Mrs. Pohlson	12/1/78 2/1/79	2/1/79
2c. By March 15, Kerry will complete a mixture of 25 addition and subtraction single digit facts in both horizontal and vertical format. She	Teacher will give Kerry a worksheet of 25 addition and subtraction single digit facts with horizontal and vertical formats.	Resource Room	Mrs. Pohlson	12/1/78 to 3/15/79	3/15/79
(cont.)	(Cont.)				

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION & SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
2c. Continued will do this with 90% accuracy within five minutes.	She will then record number of problems correctly worked and the time required.				
2d. By May 30, Kerry will complete 25 addition facts with two digit answers of 18 or less in horizontal and vertical format with 90% accuracy in five minutes.	Teacher gives a work-sheet of 25 addition facts with two digit answers of 18 or less in horizontal and vertical format. She then records time taken to complete and number of correct responses.	Resource Room	Mrs. Pohlson	2/1/79 to 5/30/79	5/30/79
3a By January 30, Kerry will follow three-step oral directions 9 out of 10 times with no errors.	During the teaching of lessons the teachers will give Kerry three-step directions and observe to determine if all steps were completed, if done sequentially, and will record this information. Alternative: Teachers may administer an informal "following directions" test.	Combination resource/ regular classroom	Mrs. Pohlson & Mrs. Horn	11/21/78 to 1/30/79	1/30/79
3b By March 1, Kerry will go to her desk and begin an assignment without verbal or physical prompting from her teachers.	The teachers will give five assignments daily for a week, and observe Kerry to determine if she is able to begin an assignment indepen- (Cont.)	Regular classroom/ Resource room combination	Mrs. Horn & Mrs. Pohlson	2/1/79 to 3/1/79	3/1/79

SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION & SUPPORT SERVICES (PHYSICAL EDUCATION, SPECIAL MEDIA, AND MATERIALS)	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	RE-EVALUATION DATE
3b. Continued	dently. She will then record information.				
4a. When asked by a group of 2-3 classmates to join them in an activity, Kerry will agree to join and will participate in that activity four out of five times by January 30.	Teachers will each ask members of a small group working on an activity to invite Kerry to join them. She will then observe and record responses.	Combination resource/ regular classroom effort	Mrs. Horn & Mrs. Pohlson	11/21/78 to 1/30/79	1/30/79
4b. Kerry will voluntarily join a group of 2-3 classmates in an activity once a week for two months by May 1.	Teachers will observe and record the number of times Kerry voluntarily joins a group of classmates in an activity.	Combination resource/ Regular classroom	Mrs. Pohlson & Mrs. Horn	1/30/79 to 5/1/79	5/1/79

PLACEMENT RECOMMENDATIONS AND JUSTIFICATIONS	Attend Mrs. Pohlson's resource room two hours a day, five days a week. Mrs. Pohlson and Mrs. Horn to both work on social skill and on-task objectives. Mrs. Pohlson to work with Mrs. Horn on development of activities to reinforce the reading and math skills and provide carry-over between resource room and regular classroom.
SPECIAL RECOMMENDATIONS (LEARNING SYTLE, ETC.)	Kerry profits from the use of visual and concrete cues.

PLANNED ACTIVITIES WITH NON-HANDICAPPED CHILDREN

Kerry will be with non-handicapped children 60% of the time for all activities, including physical education, except reading and math.

COMMITTEE MEMBERS PRESENT (SIGNATURE & TITLE)

Lynda Roberts - parent

Mary Horn - 2nd grade teacher

Ed Smith - principal

Polly Pohlson - educational resource teacher

Samual Snead - counselor

DATES OF MEETINGS

11/20/78

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Crowner, Tim, "Educating Children in the Least Restrictive Environment." Kalamazoo, MI: 1200 Howard Street, 49008.

2. Edgar, Eugene, "Least Restrictive Educational Alternatives." Seattle, WA: University of Washington, 103 Miller Hall, DQ12, 98195.

3. "Fact Sheet on P.L. 94-142." Washington, DC: The National Education Association, 1201 - 16th Street, N.W. 20036

4. Federal Register, Tuesday, August 23, 1977.

5. Mid-South Regional Resource Center, 131 Porter Building, Lexington, KY 40506.

6. National Association of State Directors of Special Education, NEA Building, Suite 610E, 1201 - 16th Street, Washington, DC 20036.

7. "P. L. 94-142 - Getting the Money to Make it Work." Todays Education: November-December, 1977.

8. "P.L. 94-142 and Section 504 - Understanding What They Are and Are Not." Reston, VA: Council for Exceptional Children, 1920 Association Drive, 22091.

9. Vocational Rehabilitation Act Amendments of 1974 (P.L. 93-516) Section 504. Washington, DC: Department of Health, Education and Welfare, Office of Civil Rights, Main HEW Building, 20201.

10. "What's It All About?" Todays Education: March-April, 1976.

ADDITIONAL IEP RESOURCES

RESOURCE LISTING

IEP Process Materials

Inclusion of any material in this partial listing does not constitute any type of endorsement. Readers are referred to the original product developers for further information regarding specific characteristics or limitations of each item.

APPRAISAL

An Annotated Bibliography on Adaptive Behavior and Developmental Assessment Instruments

Midwest Regional Resource Center

The purpose of the bibliography is to provide an annotated listing of 30 adaptive behavior instruments which are used in screening and formulating diagnoses for severely and profoundly handicapped children.

Core Evaluation Manual

Department of Education
Boston, Massachusetts
$20.00 plus $2.50 postage

Comprehensive assessment manual. Specific to requirements of Chapter 766 of Massachusetts Code, but is generalizable to other situations.

CORRC/RRC Test Matrix: Individual Test Descriptions

Coordinating Office for Regional Resource Centers
University of Kentucky
Lexington, Kentucky
1976
ERIC #ED 129 040
Order from EDRS, Box 190, Arlington, Virginia 22210

Gives bare bones data on publisher, forms administration, examiner appropriateness, interpretation and technical aspects of 36 assessment devices used in special education.

Domain Referenced Testing in Special Education

Wells Hively and Maynard Reynolds
The Council for Exceptional Children
Reston, Virginia
1975
$4.00

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for special education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

Group Classroom Screening Instrument (GCSI)

Midwest Regional Resource Center

The purpose of the product is to inform the reader about the GCSI. The different headings of the product are: need, purpose, implementation, validity, and in-service.

How Can Tests Be Unfair? A Workshop on Nondiscriminatory Testing

Jean Mazzaro
The Council for Exceptional Children
Reston, Virginia
1975
$35.00

Developed to demonstrate problems in current assessment practices. Six simulation activities allow participants to experience test biases encountered by children with different language or cultural backgrounds, perceptual or motor problems. Contents: Overview; Directions to workshop leader; 20 booklets for participants; masters for 6 simulated test activities; directions for summary presentations; evaluation forms; summary evaluation sheets.

Identification of Bias in Testing: A Checklist and Guide

National Learning Resource Center of Pennsylvania
443 South Gulph Road
King of Prussia, Pennsylvania 19406

The guide contains a "set of criteria for the evaluation of tests (particularly norm-referenced tests) and test settings to determine their cultural bias."

A Position Statement on Non-Biased Assessment of Culturally Different Children

Northeast Regional Resource Center
Hightstown, New Jersey
1976
$1.00

While most useful as a general background statement on nondiscriminatory testing for the culturally different, the included "Guide for Non-Biased Assessment" has implications for testing of handicapped children.

Tests Used With Exceptional Children

Susan Miller and the Midwest Regional Resource Center
July, 1975
ED 132 773, EC 092 204
MF $.83, HC $4.67 plus postage, 98 pages

The purpose of the bibliography is to provide an annotated listing of over 75 assessment instruments which are used in screening and formulating diagnoses.

DEVELOPING, IMPLEMENTING, AND MONITORING I.E.P.s

Arming the Parent Surrogate

Eugene Edgar, Ph.D. & Leonard A. Kenowitz, Ed.D.
Experimental Education Unit
University of Washington
Seattle, Washington

A 13-page paper which provides information for people who will function as surrogate parents. The paper covers the due process and procedural safeguard provision of PL 94-142. Requirements for the child's IEP are also listed, with a corresponding list of questions that the parent should ask when reviewing the IEP. This information could also be used by the natural parents with handicapped children.

Designing Technical Assistance for I.E.P. Development

Mid-South Regional Resource Center
University of Kentucky
131 Porter Building
Lexington, Virginia 40506

This packet includes activities to be used in training people on various aspects of the I.E.P. process which include: awareness of eleven procedural steps involved in the development of the I.E.P., designing technical assistance procedures which include services an RRC would provide, and estimating dollar and time costs for the delivery of each service. The activities are written in a manner that is easy to understand and implement.

Developing Effective Individualized Education Programs for Severely Handicapped Children and Youth

Norris G. Haring, editor
Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped
Donahoe Building
400-6th Street, S.W. - Room 4833
Washington, DC 20202
August, 1977, 342 pages

This document, a product of the topical conference, was designed to be a source of relevant and current information. The overview includes information on the development of the IEP and multi-agency interactional, cooperative model for SEAs, LEAs, and centers for severely handicapped children and youth. Additional information covers the following areas: motor skills, perceptual skills, daily living skills, communication skills, social skills, cognitive skills, occupational education, and interdisciplinary teaming.

Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs

National Association of State Directors of Special Education (NASDSE)
1201 - 16th Street, N.W., Suite 610E
Washington, DC 20036 - Phone 202/833-4218
1977, 152 pages, $3.00

This material is to provide state and local education agency personnel with a tested, workable training process and materials to be used in the training process of placement committees for decision making in the development of individualized education programs under P.L. 94-142.

Illinois Interim Resource Manual for Preparing Individualized Education Programs

Illinois Office of Education
Specialized Educational Services Dept.
100 North First Street
Springfield, Illinois 64777
August, 1977, 30 pages

This manual contains information on the "Contents of an IEP," "Development of an IEP," "Preparing for Compliance," and "Samples of Completed IEPs."

Individualized Educational Programming Emphasizing IEPs for Very Young and for Severely Handicapped Learners (An IEP on IEP!)

Anne Langstaff Pasanella, Cara B. Volkmor,
Mary Male, Marilyn Stem
California Regional Resource Center
600 South Commonwealth Ave., Suite 1304
University of Southern California
Los Angeles, California 90005 Phone 213/381-5231
August, 1977, 286 pages

A programmed manual is designed to instruct special educators in the development of IEPs. Sections include: IEP overview; present levels of performance, long-range goals, annual objectives, placement alternatives, special education services, evaluation and annual review, short-term objectives and learning steps, instructional strategies and techniques, materials and resources, progress checks, and appendices.

The Individualized Educational Program (IEP) Manual

James J. Lynn & Dan Woltz & William Brush
Argonaut Publications
P. O. Box 147
Holister, California 95023
September, 1977

Includes information on: Education for all Handicapped Children Act and the IEP; Student Study Teams and the IEP; Components of an IEP; Assessment of the Student's Needs; and Development, Implementation & Evaluation of IEP.

I.E.P., Individualized Education Programming - A Role of Child Study Teams for Exceptional Students in Idaho

Judy A. Schrag, Ed.
Idaho Division of Special Education
Boise, Idaho
November, 1976, 77 pages

This document provides information on the development and utilization of Child Study Teams (CST), an approach to aid educators in the identification of handicapped children within schools and in the consequent development of appropriate Individual Education Programs.

The I.E.P.: We Can Do It, A Manual for the Preparation of the I.E.P.

Wisconsin Department of Public Instruction
Pair O'Graphics,
Mount Horeb, Wisconsin 53572
20 pages

A short manual on the various components of the IEP.

An Introduction to Individualized Education Program Plan in Pennsylvania

National Learning Resource Center of Pennsylvania
443 South Gulph Road
King of Prussia, Pennsylvania 19406
January, 1977

An introduction to the process of developing individualized education programs for handicapped, gifted, and/or talented children. Although some suggested guidelines for writing IEP plans will be presented, its primary purpose is to acquaint the reader with IEP plan writing as a process of related steps.

A Primer of Individualized Education Programs for Handicapped Children

Scotti Torres, Editor
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1977, 60 pages, $4.95

This 60-page document is organized around the development of an IEP. Each section is arranged in sequential order to provide the reader with the necessary information to develop, implement, and monitor an individualized education program for every handicapped child who requires special education and related services.

Special Education Administration Task Simulation Game (S.E.A.T.S.) Instructor's Manual/Student Booklet

Daniel D. Sage
Division of Special Education
Syracuse University
Box 8, University Station
Syracuse, New York 13210
revised 1977

These booklets provide a number of simulations that would be useful in training groups to work as teams in developing an I.E.P. The simulations include detailed descriptions of various roles the participants can take as members of the team making educational decisions in regard to a handicapped student.

To Parents of Children With Special Needs, A Manual on Parent Involvement in Educational Programming

California Regional Resource Center
600 South Commonwealth Avenue, Suite 1304
Los Angeles, California 90005

This book is designed for parents of children with handicapping conditions. Its intent is to increase awareness and understanding of

the parents' role as participants in educational decision making. This would be a resource to use in working with parents to assist them in becoming better informed about the following: obtaining services for their children, educational programming process, parents' rights and responsibilities, and being an advocate. Parents could use this book either individually or in organized groups.

Writing Individualized Programs: A Workbook for Learning Disabilities

P. J. Collins and G. W. Cunningham
C.C. Publications
P. O. Box 372
Gladstone, Oregon 97027
1976, 63 pages

This 63-page document presents a system with which to create programs to teach specific target behaviors to remediate individual student's deficits. The system provides nine outcomes, some of which are: a method for selecting a specific target behavior; a hierarchy of responses leading to mastery of a skill; economic use of time; and a program easily administered by a paraprofessional.

PLACEMENT

Architectural and Transportation Barriers Compliance Board (A&TBCB)
Federal Register, Vol. 41, #295
Monday, December 20, 1976
The A&TBCB was established under Section 502 of the Rehabilitation Act of 1973. The A&TBCB is sanctioned to hold hearings and issues orders it deems necessary to ensure compliance with the standards of buildings and facilities issued under the Architectual Barriers Act of 1968.

Barrier-Free Architecture: Yesterday's Special Design Becomes Tomorrow's Standard, including a checklist of Accessibility Design Factors
American Institute of Architects Journal, March, 1975
President's Committee on Employment of the Handicapped
Washington, DC 20210 202/653-5080
No Cost

Beyond Disability: A Broader Definition of Architectural Barriers
Michelle Morgan
AIA Journal, May, 1976
President's Committee on Employment of the Handicapped
Washington, DC 20210 202/653-5080
No Cost

Coming Back...Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream
Anne Langstaff Pasanella & Cara B. Volkmor
California Regional Resource Center
600 S. Commonwealth Avenue, Suite 1304
Los Angeles, California 90005 213/381-5231
1977
Intended to provide trainers of pre-service and in-service educators with a carefully sequenced structure for designing and delivering training experiences. While the focus is on the mildly handicapped, the title conveys the belief that the touchstone for effective educational programming for the handicapped is no longer the degree to which it is "special," but rather it is the extent of its continuity with general education. Included are a Trainer's Guide, a text, and five filmstrips/cassettes.

Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom
N. Kreinberg & S.H.L. Chow (Eds.)
Adapt Press
Sioux Falls, South Dakota
1973. $11.95
This book focuses on the problems of change within the whole mainstreaming movement. The issues examined fall into four broad areas: legal constraints, teacher preparation, instructional arrangements, accountability procedures.

Designing Schools & Schooling for the Handicapped

Jack W. Birch, Ph.D. & Kenneth Johnstone, F.A.I.A.
Charles C. Thomas, Publisher
Bannerstone House
301-307 East Lawrence Avenue
Springfield, Illinois
1975. 229 pages. $14.50

Discusses mainstreaming, the relationship of special education to education as a whole, the influence of space on learning, considerations in facility design, and the architectural response to building function.

Exceptional Children in Regular Classrooms

Maynard C. Reynolds & Malcom D. Davis (Eds.)
University of Minnesota
Department of Audio-Visual Extension
1971. 125 pages. $1.25

Essays are concerned with stimulating strategies for improving regular educational services to handicapped children.

Functions of the Placement Committee in Special Education: A Resource Manual

National Association of State Directors of Special Education (NASDSE)
1201 - 16th Street, N.W., Suite 610E
Washington, DC 20036 Phone 202/833-4218
1976

Intended for local school district personnel and state education agency personnel. Its objective is to provide a practical guide for placement committees to follow in fulfilling their responsibilities, especially in developing individualized education programs, and a guide for those responsible for training placement committees in meeting federal and state requirements. Sample forms, checklists and parent letters are included.

Handbook for Placement of Handicapped Children

Clifford E. Howe, Myron E. Rodee, Robert G. Harrington
Midwest Regional Resource Center
October, 1977. 20 pages

Provides an overview of the process a committee must complete as a minimum before a child's educational placement decision is made. The procedures described are in compliance with the final regulations of PL 94-142. The document is intended to serve as a resource for local education administrative or consultive personnel.

Instructional Alternatives for Exceptional Children

Evelyn N. Deno (Ed.)
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1972. $3.85

This monograph focuses on how the interface between regular and special education can be improved. The book is divided into four sections: 1) Programs to Train New Kinds of Instructional Management Mediators, II) Resource Teacher Programs, III) Training Programs Accompanying Structural Change Efforts, and IV) Commentaries. The papers in this collection were prepared by persons who have pioneered the development of successful training models for mainstreaming. These models include: the "statistician;" "diagnostic-prescriptive teacher;" "learning problems approach;" the Houston Plan and Madison School Plan. This book is a valuable resource to those administrators and trainers who are involved in the design of new educational delivery strategies and support services.

M-Teaming: A Multidisciplinary Decision Making Process

Robert Welton, Nancy Sweet, & L. James Stowell
C.E.S.A. #5
Special Education Department
Elmwood, Wisconsin 54740 Phone 715/639-4201
March, 1976

This publication contains three sections. Section One (Case Manager's Flow Chart) deals with the "what" and "why" of implementing the Handicapped Children's Act (Chapert 115) of Wisconsin. Section Two (Decision Making Model) attends to the "how to" implement procedures for programming children suspected of having handicapping conditions. Section Three (Teacher's Annual Report) presents a format for teachers to follow in developing instructional (short team) objectives from the M-Team Summary.

Mainstreaming, A Practical Guide

James L. Paul, Ann P. Turnbull, William M. Cruickshank
Syracuse University Press
Syracuse, New York 13210
1977. 147 pages. $9.95

Individualized instruction; planning for mainstreaming; preservice, in-service, and continuing education; implementation; 100-question inventory of the level of teacher knowledge and skills for teaching exceptional children.

Mainstreaming: Helping Teachers Meet the Challenge

National Advisory Committee on Education Profession's Development
1111-20th Street, N.W., Room 308
Washington, D.C. 20036
Summer, 1976. 33 pages

Table of Contents: Introduction; Mainstreaming; Definition and Practice; Impact of Mainstreaming on Teachers' Roles; Preparation of Teachers; Present Status; Local, State and Federal Response; Discussion and Assessment; and Recommendations.

Making it Work, Practical Ideas for Integrating Exceptional Children Into Regular Classrooms

Barbara Aiello, Ed.
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Publication # 120
1975. 112 pages. $5.50

Specific mainstream models for pre-school, elementary and secondary schools; how-to's for setting up mainstreaming programs, including resource rooms, resource teachers, managing materials, money. Contains a description of twenty criterion-referenced tests.

Models for Mainstreaming

Keith Berry (Ed.)
Adapt Press, Inc.
808 West Avenue North
Sioux Falls, South Dakota 57104
1972. $4.95

Background information on mainstreaming. Basic position is that general education must take initiative and leadership role in mainstreaming. Organizational changes suggested for regular teachers are: task analysis, slip sessions, team teaching, multi-age group, learning centers, aides, and peer teaching. Appendix describes five models for mainstreaming.

Places & Spaces: Facility Planning for Handicapped Children

Barbara Aiello, Ed.
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Publication # 137
1976. 56 pages. $3.50

How educators and architects can work toward solutions of architectural problems as special facilities are planned and assigned for exceptional children.

Questions for Administrators about Special Education

Glenn A. Vergason and others
THEORY INTO PRACTICE 14(2), April, 1975, pp. 99-104

Presented are questions and responses about the administrator's role in special education matters, particularly concerning mainstreaming efforts and the right to education mandates. Topics are: dealing with parents, arranging for the best delivery systems, encouraging regular class teachers to deal with mainstreamed children, and determining appropriate educational services.

Resource Guide to Literature on Barrier-Free Environments

Architectural and Transportation Barriers Compliance Board
Washington, D.C. 20201
223 pages

An annotated listing of resources on barrier-free environment.

Strategies and Techniques for Mainstreaming - A Resource Room Handbook

Michael Lotte
Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161
260 pages. $12.50 (Make check or money order payable to Monroe County Intermediate School District)

A practical down-to-earth suggestion handbook for running an effective mainstreaming program. The "how to" chapters include numerous formats and worksheets in looseleaf format for easy duplication, all of which have been field tested by Resource Room teachers.

Understanding Young Children: The Handicapped Child in the Normal Pre-School Class

Colleen A. Mayer
Available from ERIC
Publications Office, #114
University of Illinois
1974. 66 pages. $1.75

A practical guide with many suggestions on how a teacher may help a handicapped child (visual, hearing and motor disabilities) take part in the activities of a normal preschool class through modification of existing materials. Included is a general discussion of the disabilities and lists which aid the teacher in detecting potential problems.

MONITORING

Data-Based Program Modification: A Manual

Stanley L. Deno & Phyllis K. Mirkin
University of Minnesota
Leadership Training Institute/Special Education
Order from: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
1977. 263 pages

This presentation of Data-Based Program Modification(DBPM) has seven parts. Part I contains three chapters of introductory material: (a) the rationale for the use of DBPM to develop programs, (b) the contextual framework for DBPM, and (c) the measurement procedures that are basic to DBPM. Part II covers the specific sequence of activities in the initial assessment phase; Part III continues the sequence of activities during program planning; Part IV, V, & VI cover, in succession, the program implementation, program adjustment, and program certification activities; Part VII concentrates on consultation and training, activities in which the Special Education Resource Teacher assumes an indirect service role.

Developing the Compliance Monitoring System in Special Education: A Process Manual for State and Local Education Agencies

National Association of State Directors of Special Education
1201 - 16th Street, N.W.
Washington, D.C. 20036 Phone 202/833-4193
1977. $5.00

The purpose of this manual is to provide a guide for developing a monitoring system for education agencies delivering services to exceptional children. This manual is directed primarily toward special education personnel in state education agencies (SEAs) and specifically toward those personnel responsible for developing monitoring systems which are responsive to standards reflecting the requirements of administrative agencies and of good practice. Three types of information are included: introductory and overview material, process guidelines, and examples and suggestions.